

## Senate Agenda

Friday, December 8, 2023

2:30 p.m. – Room F210

Zoom Conference:

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

Meeting ID: 880 9246 1985

Passcode: 194317

### 1. Acknowledgement of the Traditional Territory

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

### 2. Approval of the Agenda

### 3. Adoption of the Minutes of the Senate Meeting of: November 17, 2023

### 4. Business Arising From the Minutes

### 5. Reading and Disposing of Communications

### 6. Reports From Other Bodies

- A. (1) President – oral report
- (2) Provost and Vice-President Academic – oral report
- (3) Vice-President Finance and Administration – report attached
- (4) Board of Governors – no report
- (5) Alumni Advisory Board – report attached
- (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 December 1, 2023 be received.

### Academic Curriculum Committee

Motion 1: That the Report of the Academic Curriculum Committee dated November 21, 2023 be received.

### Faculty of Arts and Science

#### Child and Family Studies

Motion 2: The Senate approve that the Certificate in Applied Behaviour Analysis (ABA) – Lifespan be modified as outlined below.

Rationale: When we initially proposed this certificate, the number of credits recommended was 30-33. We beefed up the required certificate courses, with required Program courses so that students could complete these in time. At that time, Applied CHFS-PSYC Certificates were only offered to CHFS or PSYC students, however in follow-up to numerous requests, we opened these widely to all University students. The heavy required number of courses still makes these certificates unattainable for most students who are not also completing CHFS or PSYC degrees. We have also had multiple requests for 'advanced standing' due to equivalent courses or previous certifications/learning. We are reducing the number of credits to also make these options more accessible to all NU students, as well as any incoming PLAR students and community learners. Because this Lifespan Certificate crosses multiple sectors, we are also adding more flexibility for students, based on their interests, by providing more options for their 3cr elective. Last, we are changing the title of the certificate for consistency with our courses and terminology across sectors.

#### NEW REQUIREMENTS:

#### **TI: Certificate in Applied Behavioural Sciences (ABS)**

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

Students must complete at least 18 credits as follows:

<a href="#">CHFS 3036</a> or <a href="#">PSYC 3036</a>	Ethics in Practice	3 cr.
<a href="#">CHFS 3136</a> or <a href="#">PSYC 3136</a>	ABS I: Introduction to Applied Behavioural Sciences	3 cr.
<a href="#">CHFS 3137</a> or <a href="#">PSYC 3137</a>	ABS II: Advanced Topics in Applied Behavioural Sciences	3 cr.
<a href="#">CHFS 4205</a> or <a href="#">PSYC 4225</a>	Practicum in Applied Behavioural Sciences	6 cr.

At least three (3) credits from the following based on student sector of interest (practicum settings will be guided and approved based on the selected elective(s)):

<a href="#">PSYC 2306</a> or	Psychology of Industry and Work I	3 cr.
<a href="#">PSYC 2506</a>	Health Psychology	3 cr.
<a href="#">CHFS 3116</a> or <a href="#">PSYC 3117</a>	Perspectives in Autism	3 cr.
<a href="#">CHFS 3127</a> or <a href="#">PSYC 3127</a>	Alcohol Related Neurodevelopmental Disorders	3 cr.
<a href="#">PSYC 3636</a>	Psychology of Corrections	3 cr.
<a href="#">SWLF 3826</a>	Addictions	3 cr.
<a href="#">CHFS 4106</a> or <a href="#">PSYC 4106</a>	Intervention: Planning for Neurodivergence	3 cr.
<a href="#">CHFS 4206</a> or <a href="#">PSYC 4216</a>	Applied Developmental Neuropsychology	3 cr.
<a href="#">SOCI 4137</a>	Topics: Aging and Health	3 cr.
<a href="#">CHFS 4306</a> or <a href="#">PSYC 4306</a>	Topics: Developmental, Behavioural, and Mental Health	3 cr.

**Note:**

\* Equivalent courses may be approved from year to year, such as for example a Topics course in a related discipline, or advanced standing from previously completed training or pathways external to the institution. Please seek departmental approval, prior to securing practicum settings.

\*\* The certificate in Applied Behavioural Science (ABS) will be awarded at the time of graduation.

**OLD REQUIREMENTS:**

**Certificate in Applied Behaviour Analysis (ABA)-Lifespan**

**Program Requirements:**

Students must complete the following 33 credits:

PSYC 1106	Introduction to Psychology I	3 cr.
PSYC 1107	Introduction to Psychology II	3 cr.
CHFS 2106	Applied Human Development: Children and Youth <i>or</i>	
PSYC 2006	Childhood Development	3 cr.
CHFS 2107	Applied Human Development: Adults and Aging <i>or</i>	
PSYC 2007	Adult Development	3 cr.

CHFS 3036 or PSYC 3036	Ethics in Practice	3 cr.
CHFS 3136 or PSYC 3136	ABS I: Introduction to Applied Behavioural Sciences	3 cr.
CHFS 3137 or PSYC 3137	ABS II: Advanced Topics in Applied Behavioural Sciences	3 cr.
CHFS 4106 or PSYC 4106	Intervention: Planning for Neurodivergence	3 cr.
CHFS 4205 or PSYC 4225	Practicum in Applied Behavioural Sciences	6 cr.
Three credits from the following:		
CHFS 3116 or PSYC 3117	Perspectives in Autism	3 cr.
CHFS 3127 or PSYC 3127	Alcohol Related Neurodevelopmental Disorders	3 cr.
CHFS 4206 or PSYC 4216	Applied Developmental Neuropsychology	3 cr.

**Note:**

The certificate in ABA will be awarded at the time of graduation

Motion 3: That Senate that the Certificate in Early Intensive Behaviour Intervention (EIBI) – Autism Spectrum Disorder (ASD) be modified as outlined below.

Rationale: When we initially proposed this certificate, the number of credits recommended was 30-33. We beefed up the required certificate courses, with required Program courses so that students could complete these in time. At that time, Applied CHFS-PSYC Certificates were only offered to CHFS or PSYC students, however in follow-up to numerous requests, we opened these widely to all University students. The heavy required number of courses still makes these certificates unattainable for most students who are not also completing CHFS or PSYC degrees. We have also had multiple requests for 'advanced standing' due to equivalent courses or previous certifications/learning. We are reducing the number of credits to also make these options more accessible to all NU students, as well as any incoming PLAR students and community learners. In addition, the EIBI programming associated with the OAIP (Ontario Autism Intervention Program) has undergone several policy changes and iterations, EIBI no longer available in its original form.

**NEW REQUIREMENTS:****Ti: Certificate in Early Intervention****Program Requirements:**

Students must complete at least 24 credits as follows:

CHFS 2106	Applied Human Development: Children & Youth	3 cr.
CHFS 3036 or PSYC 3036	Ethics in Practice	3 cr.
CHFS 3136 or PSYC 3136	ABS I: Introduction to Applied Behavioural Sciences	3 cr.
CHFS 3137 or PSYC 3137	ABS II: Advanced Topics in Applied Behavioural Sciences	3 cr.
CHFS 4106 or PSYC 4106	Intervention: Planning for Neurodivergence	3 cr.
CHFS 4305 or PSYC 4235	Practicum in EBI-ASD/ND	6 cr.
At least three (3) credits from the following:		
CHFS 3116 or PSYC 3117	Perspectives in Autism	3 cr.
CHFS 3127 or PSYC 3127	Alcohol Related Neurodevelopmental Disabilities	3 cr.
CHFS 4206 or PSYC 4216	Applied Developmental Neuropsychology	3 cr.
CHFS 4306 or PSYC 4306	Topics: Developmental, Behavioural, and Mental Health	3 cr.

**Note:**

\* Equivalent courses may be approved from year to year, such as for example a Topics course in a related discipline, or advanced standing from previously completed training or pathways external to the institution. Please seek departmental approval, prior to securing practicum settings.

\*\* The Certificate in Early Intervention will be awarded at the time of graduation.

**OLD REQUIREMENTS:****Certificate in Early Intensive Behaviour Intervention (EIBI)-Autism Spectrum Disorders (ASD)****Program Requirements:**

Students must complete the following 33 credits:

PSYC 1106	Introduction to Psychology I	3 cr.
PSYC 1107	Introduction to Psychology II	3 cr.
CHFS 2106	Applied Human Development: Children and Youth <i>or</i>	
PSYC 2006	Childhood Development	3 cr.
CHFS 3036 or PSYC 3036	Ethics in Practice	3 cr.

CHFS 3116 or PSYC 3117	Perspectives in Autism	3 cr.
CHFS 3136 or PSYC 3136	ABS I: Introduction to Applied Behavioural Sciences	3 cr.
CHFS 3137 or PSYC 3137	ABS II: Advanced Topics in Applied Behavioural Sciences	3 cr.
CHFS 4106 or PSYC 4106	Intervention: Planning for Neurodivergence	3 cr.
CHFS 4305 or PSYC 4235	Practicum in EIBI-ASD	6 cr.
Three credits from the following:		
CHFS 3127 or PSYC 3127	Alcohol Related Neurodevelopmental Disabilities	3 cr.
CHFS 4206 or PSYC 4216	Applied Developmental Neuropsychology	3 cr.
CHFS 4306 or PSYC 4306	Special Topics: Human Development and Learning	3 cr.

**Note:**

The certificate in EIBI-ASD will be awarded at the time of graduation.

**Pathways**

Motion 4: That Senate approve that the transfer pathway for Biotechnology Technician (two-year) and Biotechnology Technologist (three-year) College diploma graduates be amended as outlined below.

- i) Biotechnology Technician (two-year) Diploma  
Graduates of the Biotechnology Technician two-year diploma program at an Ontario College with a cumulative program average of 72 percent or better will be considered for admission to a Bachelor of Science Honours Specialization or Specialization in Biology or Environmental Biology & Technology with transfer credit to a maximum of 60 credits.
- ii) Biotechnology Technologist (three-year) Diploma  
Graduates of the Biotechnology Technologist three-year diploma program at an Ontario College with a cumulative program average of 72 percent or better will be considered for admission to Bachelor of Science Honours Specialization or specialization in Biology or Environmental Biology & Technology with transfer credit to a maximum of 69 credits.

**Rationale:**

The current transfer pathways are as follows:

- i) Biotechnology Technician Diploma:

Applicants who are graduates of the Biotechnology Technician two-year diploma program at Canadore College with a cumulative 3.25 GPA or better can be considered for admission to an Honours Specialization or Specialization in Biology or Environmental Biology and Technology with transfer credit to a maximum of 60 credits.

ii) **Biotechnology Technologist Diploma:**

Applicants who are graduates of the Biotechnology Technologist three-year diploma program at Canadore College with a cumulative 3.25 GPA or better or better can be considered for admission to Honours Specialization or Specialization in Biology or Environmental Biology and Technology with transfer credit to a maximum of 60 credits.

Changing demographics are making it increasingly important for Nipissing to offer reasonable and innovative pathways for transfer students. Extending this pathway to all Ontario Colleges would extend the educational opportunities for college graduates. (See Appendix A for List of All Ontario Colleges offering Biotechnology Technician and Technologist Programs.)

The required GPA of 3.25 indicated on the original pathway referred to Canadore College's 2015 grade scale, which has since changed. (See Appendix B for Canadore College's grade scales.) Due to varying grade scales amongst Ontario Colleges, the required program grade for this transfer pathway shall be noted by way of a percentage.

The number of transfer credits for the three-year Biotechnician Technologist diploma has been increased from 60 credits to 69 credits. Students are granted 60 credits for the two-year diploma. The nine extra credits for the three-year diploma acknowledges the extra year of study achieved for Biotechnologist Technologist graduates.

## Appendix A

### Ontario Colleges Offering Biotechnology Technician and Technology Programs

College Name	Program Title	Program Credential Description
ALGONQUIN	BIOTECHNOLOGY - ADVANCED	ADVANCED DIPLOMA (three year)
CANADORE	BIOTECHNOLOGY TECHNICIAN	DIPLOMA (two year)
CANADORE	BIOTECHNOLOGY TECHNOLOGIST	ADVANCED DIPLOMA (three year)
CENTENNIAL	BIOTECHNOLOGY - ADVANCED (FAST-TRACK) (OPTIONAL CO-OP)	ADVANCED DIPLOMA (three year)
CENTENNIAL	BIOTECHNOLOGY	DIPLOMA (two year)
CONESTOGA	BIOTECHNOLOGY TECHNICIAN	DIPLOMA (two year)
DURHAM	BIOTECHNOLOGY - ADVANCED	ADVANCED DIPLOMA (three year)
FLEMING	BIOTECHNOLOGY - ADVANCED	ADVANCED DIPLOMA (three year)

GEORGIAN	BIOTECHNOLOGY-HEALTH	DIPLOMA (two year)
HUMBER	BIOTECHNOLOGY	DIPLOMA (two year)
LOYALIST	BIOTECHNOLOGY-ADVANCED	ADVANCED DIPLOMA (three year)
LOYALIST	BIOTECHNOLOGY	DIPLOMA (two year)
MOHAWK	BIOTECHNOLOGY - ADVANCED	ADVANCED DIPLOMA (three year)
MOHAWK	BIOTECHNOLOGY	DIPLOMA (two year)
SENECA	BIOTECHNOLOGY ADVANCED (HYBRID)	ADVANCED DIPLOMA (three year)
ST. LAWRENCE	BIOTECHNOLOGY - ADVANCED	ADVANCED DIPLOMA (three year)

### Appendix B – Canadore Grade Scales

#### CANADORE GRADING POLICY (SEPTEMBER 2016 to Present)

<u>Grade</u>	<u>Percent equivalent</u>	<u>Point Equivalent</u>
A+	90-100	4.0
A	85-89	3.7
A-	80-84	3.5
B+	77-79	3.3
B	73-76	3.0
B-	70-72	2.7
C+	65-69	2.5
C	60-64	2.0
D+	55-59	1.5
D	50-54	1.0
F	0-49	

#### CANADORE GRADING POLICY (SEPTEMBER 2006 to AUGUST 2016)

<u>Grade</u>	<u>Point Equivalent</u>
AH	4
A+	4
A	4
B+	3.5
B	3
C+	2.5
C	2
D+	1.5
D	1



**DEPARTMENTAL TRANSFER PATHWAY APPROVAL FORM**

*\*\*This form will substantiate departmental approval for transfer pathway creation and amendment submissions to the Academic Curriculum Committee and Academic Senate)*

DEPARTMENT/ DISCIPLINE	NAME (print)	POSITION	DATE
Biology/Chemistry	Nathan Colborne	Chair	Oct, 25, 2023

**Non-substantive:**

1. That the prerequisite for PSYC 4105: Senior Empirical Thesis be changed from *"PSYC 3356 or CHFS 3035 with a minimum grade of 70%. Restricted to students in the fourth year of the Honours Psychology program. Approval of the discipline is required prior to registration. Students wishing to take this course during the following Spring/Summer or Fall/Winter Session must apply in writing to the discipline no later than February 15."* to *"PSYC 3356 or PSYC 3346 with a minimum grade of 70%. Restricted to students in the fourth year of the Honours Psychology program. Approval of the discipline is required prior to registration. Students wishing to take this course during the following Spring/Summer or Fall/Winter Session should normally apply in writing to the discipline no later than February 15"*.

Rationale: This motion is necessary as a housekeeping item to reflect the change in degree requirements that includes the option of taking the new PSYC 3346 Research Methods in Psychological Science course approved by Senate last year. CHFS 3035 is no longer an option for the degree so it is being removed as a pre-requisite option for the thesis courses

2. That the anti-requisite for PSYC 4105: Senior Empirical Thesis be changed from *'PSYC 4115'* to *'PSYC 4115 and PSYC 4215'*.

Rationale: The department wishes to add PSYC 4215 to the anti-requisite list for consistency between the two thesis options.

3. That the prerequisite for PSYC 4215: Senior Research Seminar be changed from *"PSYC 3356 or CHFS 3035. Restricted to student in the fourth year of the Honours Psychology program. "* to *"PSYC 3356 or PSYC 3346. Restricted to students in the fourth year of the Honours B.A. Psychology Program"* as outlined below.

Rationale: This motion is necessary as a housekeeping item to reflect the change in degree requirements that includes the option of taking the new PSYC 3346 Research Methods in Psychological Science course approved by Senate last year for the Honours B.A. degree. CHFS 3035 is no longer an option for the degree so it is being removed as a pre-requisite option for the thesis courses.

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

Motion 1: That the Report of the Academic Quality Assurance and Planning Committee dated November 24, 2023 be received.

Motion 2: That the Child and Family Studies IQAP Final Assessment Report and Implementation Plan be recommended to Senate for approval.

Motion 3: That the History IQAP 2-Year Follow-up Report be received by Senate for information.

Motion 4: That the final version of the Nipissing University Institutional Quality Assurance Protocol (NU-IQAP) be received by Senate for information.

### **By-laws and Elections Committee**

Motion 1: That the Report of the By-laws and Elections Committee dated November 14, 2023 be received.

### **Teaching and Learning Committee**

The Digital Learning Resources and Field Trips Policy was out of date and no longer conformed to the Provincial Guidelines. The PVPA reviewed the policy and revised it accordingly. The revised policy was forwarded to the Teaching and Learning Committee (TLC) for consultation. The TLC reviewed and supported the policy with a few suggested edits. The edits were incorporated, and the policy was adopted. The revised policy is attached.

## **9. Other Business**

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

- **Notice of Motion that Senate approve that the Senate By-laws document be amended as outlined below (changes in bold and strikethrough):**

Rationale: The Senate By-laws document was revised to include non-substantive, housekeeping matters. A summary of the proposed revisions is listed below:

- Provost and Vice-President, Academic and ~~Research~~ (PVPAR)
- ~~Dean of~~ **Associate Vice-President, Research, Innovation and** Graduate Studies (AVPRIGS)
- ~~Dean of Teaching~~ **Dean of Education and Professional Studies**
- Senate Standing Committees and faculty voting clarification - Members elected by Faculty Council not Senate (except for the Joint Committee of the Board and Senate on Governance and the Senate Budget Advisory Committee)
- 4.4 ~~Annual~~ Election Procedures for Instructor Representatives
- 7.6(b) If a candidate ~~from one of the two faculties~~ cannot be found to fill a Senate committee position, ~~then nominations from the floor will be accepted~~ **the position will remain vacant until filled**
- 9.0 Annual Standing Committee Election Process **(except the Joint Committee of the Board and Senate on Governance and the Senate Budget Advisory Committee)**
- 9.0(a) Senate standing committee members shall be elected annually, **preferably in April**, by respective faculty councils with the exception of student Senators
- 9.0(d) ~~During April of each year, the faculty councils shall begin preparing a slate of faculty (Senators and non-Senators) for the various standing committees and present the slate in time for the May Senate meeting;~~
- 9.0(e) ~~If a candidate from one of the two faculties cannot be found, then the vacant position can be filled from the other faculty for that Senate year only.~~

- 9.8(b)(i) three (3) faculty Senators, **preferably at least one from each Faculty**
- **Notice of Motion that Senate approve that Article 9.9 be amended as outlined below (changes in bold and strikethrough):**

Rationale: As the Research Committee serves to advise the Provost and Vice-President, Academic (PVPA), it would be more equitable for the PVPA to not be a voting member of the Committee. The current terms of reference allow for the PVPA to vote on recommendations to the PVPA. The PVPA may continue to attend Research Committee meetings moving forward and would still receive recommendations but would not be counted towards quorum or vote on matters of the Research Council.

#### 9.9 Research Committee

##### (a) *Ex Officio* Members:

- (i) the ~~Dean~~ **Associate Vice-President, Research, Innovation and Graduate Studies** who shall be Chair;
  - (ii) ~~the PVPA~~
  - (iii) the Executive Director of Library Services, or designate;
  - (iv) one student Senator from NUSU Executive;
  - (v) one (1) graduate student representative.
- ##### (b) Members Elected by Faculty Council:
- (i) four (4) Faculty members, **two from each Faculty**, elected ~~by Senate~~ for a three (3) year term, one of whom shall be elected as Vice-Chair;
- ##### (c) Terms of Reference:
- (i) to engage in on-going advice on all matters related to research, including but not limited to research planning, policies, and support;
  - (ii) to recommend to Senate research polices appropriate to the University;
  - (iii) to review and update on a regular basis, the Nipissing University Research Plan and to recommend the Plan to Senate;
  - (iv) to advise the Provost and Vice-President Academic ~~and Research~~ and report to Senate on issues relating to the external granting agencies that provide funding to the University;
  - (v) to evaluate applications for internal research funding, assess all requests and make recommendations to the Provost and Vice-President Academic ~~and Research~~ regarding the allocation of such funds;
  - (vi) to review requests for, and recommend the formation of, research centres and institutes in accordance with University policy;
  - (vii) to provide advice and direction, as necessary or when called upon to do so, to the Provost and Vice-President Academic ~~and Research~~, the Vice-President responsible for Finance and Administration and others on matters related to research support, including resources, infrastructure, accounts and the needs of faculty and students;
  - (viii) to provide written reports to Senate on its meetings as well as an Annual Report. Recommendations intended for Senate should be clearly stated and accompanied by an adequate rationale;
  - (ix) to deal with such matters relating to research as may be assigned from time to time by the Provost and Vice-President Academic ~~and Research~~ or by Senate.

- **Notice of Motion that Senate approve that Article 9.10 be amended as outlined below (changes in bold and strikethrough):**

Rationale: The following proposed new terms of reference for the Senate Budget Advisory Committee were submitted by the Ad Hoc Senate Committee for Redrafting the Terms of Reference of the Senate Budget Advisory Committee. Changes to the membership and the terms of reference are noted below.

9.10 Senate Budget Advisory Committee (Recommendation 3.1 Special Governance Committee)

- (a) Ex Officio Members
  - ~~(i) the PVPAR (Chair)~~
  - ~~(ii) the Vice President, Finance & Administration;~~
  - (i) **two (2) Deans**, appointed by the PVPAR;
  - (ii) one (1) Student Senator from the NUSU Executive;
- (b) Members elected by Senate:
  - (i) ~~three (3)~~ **four (4)** Faculty Senators (at least one from each Faculty).
- ~~(c) Terms of Reference~~
  - ~~(i) to consider the financial position of the University and to make recommendations to Senate on budget planning;~~
  - ~~(ii) to make recommendations to Senate on the details of the annual university operating budget as it pertains to the allocation of resources for academic purposes;~~
  - ~~(iii) to provide input into long range planning within the context of the Academic Plan;~~
  - ~~(iv) to convey recommendations from Senate on the annual operating budget and long-term financial plans to the Board of Governors which has ultimate fiduciary responsibility for the University;~~
- (c) Terms of Reference
  - (i) to develop a workplan consequent upon key dates in the budgetary process, meetings of the Audit & Finance Committee (Board of Governors), and meetings of Senate with the workplan, amended as necessary, presented to Senate at its first meeting in each academic year;
  - (ii) to receive regular updates from the Provost and Vice-President, Academic (PVPA), the Vice-President, Finance & Administration (VPFA), and/or other administrative officials, about the budget process and the university's financial position;
  - (iii) to provide advice on and make recommendations to Senate as well as to the PVPA and the VPFA on the annual allocation of budgetary resources for academic purposes;
  - (iv) to provide input into and advise Senate about long-range planning on the allocation of resources for academic purposes within the context of the Academic Plan;
  - (v) to receive regular updates from the PVPA or other administrative officials and to provide advice on and recommendations to Senate and the PVPA about financial issues affecting academic programming.
  - (vi) to advise Senate on recommendations from Senate to the Board of Governors on the annual operating budget and the university's long-term financial plans for academic purposes, recognising that the Board of Governors has the ultimate fiduciary responsibility for the University;
  - (vii) to deal with such matters as may be assigned from time to time by Senate.

**11. Elections**

- Elect one (1) faculty Senator to serve as Deputy Speaker of Senate for a three-year term effective now to June 30, 2026.

**12. New Business**

Motion 1: That Senate move in camera.

Motion 2: That Senate move out of camera.

**13. Announcements****14. Adjournment**

**Nipissing University**  
**Minutes of the Academic Senate Meeting**  
**November 17, 2023**  
**2:30 p.m.**  
**Room F210 & Zoom Videoconference**

**Members Present:**

K. Wamsley (Chair), A Graff, C. Sutton, B. Law, G. Raymer, D. Walters, D. Iafrate

L. Chen, H. Earl, R. Gendron, A. Hatef, G. McCann, J. Murton, S. O'Hagan, G. Phillips, S. Renshaw, S. Srigley, T. Smith, N. Stevens, D. Tabachnick, L. Thielen-Wilson, R. Vernescu, A. Weeks, R. Wenghofer, S. Winters, H. Zhu

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

C. Irwin, O. Pokorny, L. Sinclair

F. Couchie

R. Hehn

R. McEntee, E. Cooke, H. Panchal, S. Greco, B. Brown

**Absent With Regrets:**

N. Black, J. Barker, R. Davis, T. McParland, J. Muterera, S. Fiddler, P. English

The Senate Speaker offered a Traditional Territory acknowledgement.

**Approval of the Agenda of the Senate Meeting of: November 17, 2023**

Motion 1: Moved by S. Winters, seconded by R. Gendron that the agenda of the Senate meeting of November 17, 2023 be approved with amendments that the Vice-President, Finance and Administration and the COU Academic Colleague will provide oral reports.  
CARRIED

**Adoption of the Minutes of the Senate Meeting of: October 13, 2023**

Motion 2: Moved by R. Wenghofer, seconded by R. Hehn that the minutes of the Senate meeting of October 13, 2023 be adopted.  
CARRIED

### **Business Arising From the Minutes**

The Deputy Speaker provided clarification on the process of the program merger vote undertaken at the last meeting of Senate on October 13, 2023, noting that a procedural error occurred.

The Speaker advised that as per Robert's Rules, Article 23, a point of order or a question of order can be raised promptly after a breach occurs. No point of order was raised, so the voting results will stand.

The President provided a response regarding communication guidelines for issuing public statements in follow up to a question raised at the October 14, 2022 Senate meeting. A set of guidelines that the University uses for the issuing of public statements is included in the agenda package. He advised that all internal and external statements pass through the Board Chair first and then the Board of Governors. It was noted that at any time, in any place, there can be many conflicts and human suffering. Difficult decisions are made as to how this might affect our members and our community. As always, feedback is welcome.

Dr. Armenakyan (guest) thanked the President for his response noting that it is important that we have clear guidelines that are shared with the NU community as we are comprised of researchers that do international work and scholars that study genocide. More empathy reflected in official communications would be appreciated.

In response to communication received regarding the authority of the Provost and Vice-President, Academic (PVPA) to suspend enrollment and admission to programs and the establishment of guidelines and processes, the PVPA drew Senators attention to the Nipissing University Act for guidance. Whereas the Act provides powers to Senate to make recommendations to the Board of Governors respecting establishment, maintenance, modification, or termination of organizational structures including faculty, schools, institutes, departments and Chairs, it does not delegate authority to Senate for operational considerations which do not alter the structure of a degree. The suspension of enrollment of programs provides the time needed to retool a degree program without simultaneously supporting new students in a program where changes are necessary. In the absence of posted guidelines, a formal process and guidelines are now under development with input from the Deans, Chairs, and Registrar's Office.

In follow up to a request for an update on the recommendations and responses to the Auditor General's report from November 2022, the Vice-President, Finance and Administration (VPFA), advised that a presentation including the 2023 fiscal year end financials will be provided following the Senate Budget Advisory Committee Report.

An election for four (4) tenured or tenure-track faculty members from either faculty to be elected by Senate to sit on the Chancellor's Selection Committee was included in the October 13, 2023 Senate agenda. Dr. Gillian McCann (A&S), Dr. David Tabachnick (A&S) and Dr. Rick Vanderlee (EPS) were acclaimed. Following the Senate meeting, an email was sent to Senators requesting nominations for one (1) tenured or tenure-track faculty member from either faculty. Dr. Kristin Lucas (A&S) was acclaimed.

### **Reports From Other Bodies**

The President provided a report. The report is attached to the minutes.

The PVPA provided an oral report. She thanked everyone who was able to participate in the recent Open House. It was a great success in animating the campus and demonstrating to students and their parents that our faculty are committed to their academic journey. The official launch of both the Academic Plan and the Operating Plan took place on November 16. The goal of the process is to come up with a harmonized plan that defines operating decisions and priorities.

The PVPA provided an update on the Teaching Hub, advising that the institution is committed to keeping the Hub. The position of Director of the Teaching Hub will be posted shortly. When the Teaching Hub was initially created, one of the priorities in the terms of reference was involvement with the Institutional Quality Assurance Protocol (IQAP). While the Hub contributed to the development of program self-studies, it did not lead the process. Support for the IQAP and program renewal will be pulled into the Provost's office, where a manager will be hired whose goal will be to assist faculty with their IQAP documents and processes, and with program renewal development and program structure enabling greater creativity as to how we design and deliver our programs moving forward.

The PVPA reminded Senate that we are undergoing a full IQAP audit beginning in September 2024. An interim audit of identified concerns took place in 2018-19. A full audit of all processes and implementation plans and all responses to these documents by all programs takes place every eight years.

The PVPA advised that she had been remiss in congratulating and expressing her appreciation to Dr. Graydon Raymer for taking on the role of Interim Dean of Education and Professional Studies, as well as Dr. Karey McCullough for taking on the role of Interim Associate Dean in the School of Nursing. She was also pleased to announce and congratulate Dr. Steven Cairns for being awarded an advanced clinical practice fellowship in the amount of \$15,000 from the Registered Nurses Association of Ontario, as well as researchers Dr. Nancy Stevens and Dr. Rosemary Nagy, for being awarded a Partnership Engage Grant valued at \$24,829 from the Social Sciences and Humanities Research Council (SSHRC) to further their research into available supports for Indigenous survivors of sexual assault.

The VPFA provided an oral report, advising that the terms of reference for the Senate Budget Advisory Committee have been finalized which should lead to more rigour and regular reporting to Senate. In response to interest expressed in the Auditor General's Report, the Blue Ribbon Panel, as well as review of last year's financial results and this year's preliminary budget, information sessions for all employees will be provided. She also noted that the Assistant VP Finance and Infrastructure will provide a full presentation following the Senate Budget Advisory Committee Report.

The Council of Ontario Universities, Academic Colleague acknowledged her appreciation of the efforts of the PVPA and the PVPA's office to answer questions regarding data collection and accountability to funding agencies. She advised that at a recent meeting, conversations were held on how to have a safer campus and ideas were shared on data collection for the purpose of assessment as well as a needs assessment. She would like to share this information with Senate as to how it relates to the data NU collects to assess diversity. She also reported that at the Joint meeting of Academic Colleagues and Academic Heads, conversations were held on student discourse, safety measures and creating a safer space, how to build stronger curriculum and engagement in curriculum reform to provide a true liberal arts education across the board.

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



## **Question Period**

Senator Earl expressed her appreciation to NUSU Director of Communications, Sarah McGowan, for her assistance in facilitating a field trip to Ottawa and the Holocaust Museum. She encouraged faculty to reach out to Sarah to discuss other events that could be developed, as she would like to see this good work continue.

Senator Earl thanked the President for providing an update on the Macleans' report. She asked how the ratio of 1 faculty member to 23 students was calculated, noting that there seems to be no differentiation between the programs. She suggested that smaller class sizes be recognized and highlighted.

It was noted that an article was recently published indicating that funding for Ontario universities is at 30% which is "outrageously low." This is the time to push the narrative that more funding is needed. The article also stated that 8 out of 23 universities are in the red right now, so it's not only a northern problem.

In response to a question regarding long-range academic planning and how the Academic Quality Assurance and Planning Committee (AQAPC) fits in with plans for program renewal, development, and analysis, the PVPA advised that academic planning is an ongoing activity which does not exist parallel with the academic planning process. She will be working in a consultative process with all stakeholders to provide a document that will deliver a 5-year vision of short, medium, and long-term goals. Senate will take on the responsibility to provide oversight and govern the University's ongoing attempts to meet the objectives as defined in the plan. She advised that she would be happy to continue the conversation should further information be required.

A Senator asked to which degree programs will the University invest in for the upcoming academic year. The PVPA advised that the Deans have received a new faculty hiring request form to complete. Once the number of positions required for next year is calculated, the positions will be selected based on a ranked recommendation of the Deans.

In follow up, the question was posed as to whether the PVPA will make a determination of need for positions independent of the process of making a request (by a "top-down approach"). The PVPA advised that there is no parallel process for allocation of positions. Deans will be able to help facilitate this process.

It was noted that advertisements for faculty positions used to be posted in the fall. The PVPA advised that the expectation is that the ads for perspective new positions will be advertised in September. She also reported that hiring is underway now for tenure-track positions approved in the last budget, and the announcement of the new hires should take place soon.

A concern was expressed that the Academic Planning convening meetings are a different process than in the past and they are not minuted. The PVPA advised that the responsibility of the convening group is to ensure that what is drafted resonates with what is being heard through the processes of broad consultation.

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

### **Senate Executive Committee**

Motion 3: Moved by K. Wamsley, seconded by G. McCann that the Report of the Senate Executive Committee dated November 9, 2023 be received.  
CARRIED

**Academic Curriculum Committee**

Motion 4: Moved by A. Graff, seconded by N. Stevens that the Report of the Academic Curriculum Committee dated October 16, 2023 be received.  
CARRIED

**Faculty of Arts and Science**

Motion 5: Moved by D. Walters, seconded by R. Wenghofer that Senate approve that the program requirements for the Spanish Minor be changed as outlined below:

**New Requirements:**

A Minor in Spanish consists of a minimum of 18 credits of Spanish, with a maximum of 6 credits at the 1000 level. Students must achieve a minimum 60% average in the 18 credits presented for the Minor in Spanish and a maximum of 6 credits at the 1000 level.

**Old Requirements:**

A Minor in Spanish consists of a minimum of 18 credits of upper year Spanish. Students must achieve a minimum 60% average in the 18 credits presented for the Minor in Spanish.

**Rationale:**

Currently students are not permitted to count first year Spanish courses toward a Spanish Minor, requiring some students to take 24 credits of Spanish to earn a Minor in Spanish. The Senate of February 2022 changed this requirement for the French Minor but not for the Minor in Spanish. This change will eliminate this inconsistency and bring Spanish into line with requirements in other Minors at Nipissing University.

CARRIED

Motion 6: Moved by D. Walters, seconded by R. Wenghofer that Senate approve that the program requirements for the French Minor be changed as outlined below:

**New Requirements:**

A Minor in French consists of a minimum of 18 credits of French, with a maximum of 6 credits at the 1000 level. Students must achieve a minimum 60% average in the 18 credits presented for the Minor in French.

**Old Requirements:**

A Minor in French consists of a minimum of 18 credits of French, with a minimum 60% average in the 18 credits presented for the Minor in French.

**Rationale:**

When Senate changed the requirement for the French Minor to allow first year courses to count toward a French Minor it did not explicitly limit first year courses to a maximum of six credits. This change will make the French Minor consistent with Nipissing University's policy on Minors.

CARRIED

**Graduate Studies Committee**

Motion 7: Moved by B. Law, seconded by H. Earl that the Report of the Graduate Studies Committee dated September 25, 2023 be received.  
CARRIED

Motion 8: Moved by B. Law, seconded by H. Earl that the Report of the Graduate Studies Committee dated October 18, 2023 be received.  
CARRIED

**Research Committee**

Motion 9: Moved by B. Law, seconded by H. Earl that the Report of the Research Committee dated September 21, 2023 be received.  
CARRIED

Motion 10: Moved by B. Law, seconded by G. McCann that the Report of the Research Committee dated October 23, 2023 be received.  
CARRIED

**Senate Budget Advisory Committee**

Motion 11: Moved by A. Graff, seconded by R. Wenghofer that the Report of the Senate Budget Advisory Committee dated October 30, 2023 be received.  
CARRIED

The Assistant Vice-President Finance and Infrastructure was recognized by the Speaker and provided a presentation including summarized highlights from the October 30, 2023 Senate Budget Advisory Committee meeting. The presentation is attached to the minutes.

**Elections**

- Notice of election for a Deputy Speaker of Senate

**Announcements**

The Associate Vice-President, Research, Innovation and Graduate Studies (AVPRIGS) was pleased to announce the following recipients of the ARSCA awards for 2023-2024:

- Ali Hatef - Study and Optimization of Nano-Photo-Dynamic-Thermal Therapy based on Smart Phase Transition Nanoparticles
- April James - New Discovery-based Initiatives in Catchment Hydrology and Water Quality in the Sturgeon River-Lake Nipissing-French River Basin
- Alex Karassev - Topological Data Analysis (TDA) of Textual Data

**Adjournment**

Senate was adjourned at 4:15 p.m.

.....  
K. Wamsley (Chair)

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

## **Guidelines for Issuing Public Statements**

The purpose of these guidelines is to affirm the values and standards for issuing institutional Public Statements on local, regional, global, or national events, activities, or issues originating beyond Nipissing University.

The University, as an institution, may issue a Public Statement on political, social, or policy issues, or matters of individual rights, when the external issue/ event directly affects members of the Nipissing University community specifically in their role as students, faculty, and staff of the University, or when our immediate, local community is directly affected by issues/events.

In other, more indirect, circumstances of national or world events affecting segments of the Nipissing community, but falling outside of these criteria, the University shall exercise a personalized and discretionary approach to outreach and providing resources to members of the Nipissing community affected by those events.

Honouring the principles of academic freedom, faculty members may issue opinions or statements as individuals, and when doing so, these should not be represented as Public Statements made on behalf of the University or any of its units.

Administrative Units within Nipissing University, including non-academic divisions, departments, offices, programs, or other units are considered extensions of the University and expected to share University institution-level messages in circumstances where the Administrative Unit wishes to disseminate a Public Statement.

The following guidelines outline a set of factors to consider when determining Nipissing University's response to public, external tragedies or world events. While each situation should be considered individually, the purpose of these guidelines is to ensure a consistent set of criteria is applied when determining a response to a given scenario.

The following factors should be considered:

### **Relationship to Nipissing**

- Does the tragedy involve an individual, institution, or organization with official ties to Nipissing? Does it impact a peer or partner institution?

### **Impact on Nipissing Community**

- Have Nipissing students, staff or faculty expressed fear or emotional distress as a result of the tragedy? Does the university need to show support and provide information about available services?

### **Scale of Event**

- Is the event of particular regional, national or international significance? Does the extreme nature of the tragedy merit a response due to heightened media attention?

### **Relationship to Higher Education**

- Did the tragedy explicitly involve students, faculty, or institutions in higher education?

## **Proximity**

- Has the event occurred in North Bay? On a case-by-case basis, events occurring in Ontario and Canada may also be considered in “close proximity”.

## **Operational Steps**

The Director of Advancement & External Relations and/or the Sr. Manager, Marketing & Communications will:

- Identify any world events or tragedies that the university may wish to consider responding to in a public manner
- Use the above criteria to make a recommendation to the executive team regarding if and how to respond or communicate with the campus and/or broader community (e.g. a recommendation may include issuing a formal statement from the President via email, website, and social media)

The executive team will:

- Consider the recommendation from the Director of Advancement & External Relations and/or Sr. Manager, Marketing and Communications in order to arrive at a final decision on how to proceed
- Provide direction to the Director of Advancement & External Relations and/or Sr. Manager, Marketing & Communications on how to proceed

## **President's Senate Report 17 November 2023**

Good afternoon Senators. I have a few items to report on today and I look forward of course to Question Period, should anything arise.

As you know, we are in the process of creating the operational part of our Strategic Plan and the Academic Plan as well, with thanks to Ann-Barbara and Cheryl for leading these efforts and I encourage the entire campus to get involved with shaping our institution's priorities. Our operational plan is designed to reflect a strategy of accountability and it is built upon the strengths of activities that we are already doing, leading to the aspirations that we identified in our Pathways document. The first stage is collecting this information – all faculty and staff members have been asked to identify the current activities that they are engaged in that reflect our new strategic plan – we are calling this a green, yellow, red light process. We are collecting submissions of initiatives that have recently been completed or they are underway, what they are, what stage they are in, and who is responsible for them. We will apply a green light to completion and a yellow light for underway, and a red light for the new activities which emerge out of the strategic plan. We are currently editing more than 200 pages of submissions and we will post this working document on the Strategic Planning website. We are finalizing an update for the Board of Governors next week, so if your submissions aren't in, not to worry; they can be submitted at any time. There is a tremendous breadth and depth of activities currently happening that support the aspirations of our Pathways plan. I want to thank everyone for these submissions and we should all be proud of the work that is going on at Nipissing University.

As you are all aware, the Blue Ribbon Panel report was released publicly on Wednesday of this week. Our university has been audited several times, has reported extensively on cost-saving measures, has reported on the unintended consequences of a model of frozen tuition, and on the problem of unfunded students and a failure to renegotiate our corridor funding, and so many times we have raised the issue of the inequities of Northern Grant distribution to the Province. So, you can imagine my response to the Report is that there are no real surprises in there. I think that the Report does carry some weight, that the public nature of the report will have an impact, and that the Minister will be forced to act, to a certain extent. I do not believe that this is the time for us to analyze the document or to make calculations – we do not have any idea of how the Province will respond. We do appreciate that the Report makes a case for special attention to the Northern institutions – but only insofar as to suggest for more collaboration and sharing of services, and perhaps a Maple League of Universities approach to course offerings – and no mention of reallocating the Northern Grant. Recommendation 1 speaks to increasing tuition and the government grant – and to corresponding attention to grants and loans. Recommendation 2 is more specific to altering corridor funding – some clarity lacking there. Recommendation 3 pertains to having some flexibility to adjust to market demands; Recommendation 4 is all about fiscal responsibility, reporting, financial ratings, and risk management; and, recommendation 5 is about providing some oversight and assistance to institutions at risk and attending to local labour markets. We have continued to schedule meetings with the Province and will continue to advocate for measures that we believe will make us sustainable. With that in mind, we are forced, like the other institutions to await the government response to the report. When that happens, we will make the calculations and model our financial outlook for the next few years. In the meantime, we will be prepared to state our case for the appropriate levels of support, to model financial situations where that support is not forthcoming, while at the same time advocating for our autonomy and stating our willingness to work with other institutions.

I understand that Macleans' magazine has provided information on Nipissing University that could be inaccurate or incomplete. We will verify this information and ensure that it is corrected.

I want to extend my gratitude to NUSU for continuing to organize a vast program of events for our student body and for hosting events which include faculty and staff members. Most recently I attended the Diwali event on Sunday evening and it was a tremendous success, sold out, approximately 185 people, with a full program of entertainment and food. Congratulations.

In our strategic planning process, you told us that harmony and care needed to be an important part of our future. You also told us that food and refreshments were an important part of campus culture. So you may have noticed that there has been a slate of social activities reintroduced to campus – barbecues, coffees, social gatherings – the UT opening, Koffee Klatches with the Provost – we will be introducing Family Nights for some of our athletic events, and some Christmas celebrations – I encourage you all to catch this wave of sociability and to come out, even briefly to talk to people you normally don't get to see.

**Thank you NUFA and NU Faculty**

NUSU is grateful for the recent monetary and physical donations provided by NUFA and Nipissing University Faculty for our emergency Student Food Bank. Their continued support is helping students across our campus battle food insecurity. NUSU continues to work hard to provide an emergency Student Food Bank service. NUSU accepts physical and monetary donations, please visit the front desk at NUSU to make a donation, we appreciate all support!

**Diwali Dhamaal 2023**

Diwali Dhamaal 2023 was a celebration that will be remembered! We are so glad to have continued this tradition for our second year! Diwali is a time to celebrate light over darkness and the event certainly shines bright on our campus! We hope that it brings good wealth and positive vibes for all our students, staff, faculty, and community members. The event had a prayer ceremony, full Indian buffet, minute-to-win-it games, henna booth, and an open dance floor!

Thank you to our distinguished guests who attended, and to all of our campus groups that helped put together the event, Students of Colour United, International Student Support, and The Equity Centre. NUSU is so happy at the turnout of over 170 people and we hope to see everyone out next year for Diwali Dhamaal 2024!

**NUSU Day of Action Discussion Panel**

Wednesday, November 8, 2023

2:00pm - 4:00pm EST

NUSU Student Centre, 221 College Dr., North Bay, ON, P1B 0G1

Open to everyone!

NUSU is hosting a Discussion Panel during the Canadian Federation of Students' National Day of Action on November 8, 2023. The panel is to discuss free and accessible education for all and why post-secondary students need it *now*. The panelists are Dr. Kevin Wamsley, Nipissing University President & Vice-Chancellor; Dr. Natalya Brown, NUFA President and Professor in Economics; Rob Boulet, OPSEU L608 President; and Riley McEntee, NUSU President.



For more information on NUSU's Day of Action Discussion Panel, please reach out to Riley McEntee at [president@nusu.com](mailto:president@nusu.com).

For more information on the Canadian Federation of Students' National Day of Action, please go to <https://www.cfs-fcee.ca/fight-the-fees>.

### **Ottawa & Toronto Trips**

NUSU collaborated with Dr. Stephen Connor, Dr. Hilary Earl, and Professor Anna Pearson for two weekend trips on November 11th and 12th.

On November 11th, students journeyed to Ottawa to visit the Canadian War Museum and the National War Memorial. Dr. Stephen Connor, Riley McEntee, and Captain Tim Feick also accompanied the group.

On November 12th, Dr. Hilary Earl, Professor Anna Pearson, and Sarah McGowan accompanied students to the Toronto Holocaust Museum in Toronto. We would like to extend our gratitude to Rachel Libman, the museum's curator, and her team for an extraordinary day. Students not only had the opportunity to engage in a VR experience but also had the privilege of hearing directly from Pinchas Gutter, a Holocaust survivor who currently resides in Canada. Pinchas survived six concentration camps, and his testimony left a profound impact on the students.

We strongly advocate for the university to create more immersive learning opportunities like these. By providing such experiences for our students, we enhance the quality of education and offer memorable moments that enrich their academic journey.

### **Wellness Week**

NUSU's Wellness Week takes place on November 27th - December 1st. This is a full slate of programming promoting student wellness and health during their academic studies. A few events we have on are handing out goodie bags, running yoga, trivia, video game tournament, karaoke, and much more! We hope that students get an opportunity to unwind and practice mindfulness as they start their preparations for finals.

### **Canadian Federation of Students (CFS) National General Meeting**

CFS will be hosting their National General Meeting from November 24th-27th in Toronto. NUSU will be representing the Nipissing University student body at this



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221 College Drive, North Bay, ON P1B 0G1

Tel: (705) 474-3450 ext. 4801 Fax: (705) 474-7732

Web: [www.nusu.com](http://www.nusu.com)

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meeting. This meeting will review the events that have taken place this past year and talk about next steps from the National Day of Action that took place on November 8th, 2023.



## Vice-President, Finance & Administration Report to Senate – December 8, 2023

### Financial Accountability Framework Update

- The Ministry of Colleges & Universities (MCU) has released its Financial Accountability Framework with updated metrics and Action Plans. A technical briefing on the manual is scheduled for Friday, November 24, 2023.
- On an annual basis the Ministry will communicate with universities individually on the results of financial ratios/metrics and on any corresponding action plan that may be required.
- The Ministry will engage in a qualitative assessment, in addition to a quantitative exercise, as the context to metrics is critical to understand before any action is taken. It is important to note that the Actions generated by the metrics are NOT final until the qualitative exercise is complete.
- We continue to meet regularly with MCU officials to discuss Nipissing's financial sustainability, providing updates and engaging in discussions with respect to future sustainability plans.

### 2024-25 Budget Cycle Update

- Mid-December, budget worksheets will be sent to all budget holders for completion by January 26, 2024.
- The Integrated Budget and Planning Committee will meet with various budget holders during the week of February 12<sup>th</sup>.
- Preliminary Budget to be presented to Audit & Finance Committee on April 15, 2024.
- Final Budget to full Board for approval at the May 2, 2024 meeting.



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

**Graduation Photography**

NUAAB is excited to share that our new graduation photography service provider is Everest Solutions. This North Bay based company has started sessions with our graduating students and will be offering additional session in the new year.

**Giving Tuesday**

NUAAB donated \$2,500 towards Nipissing University's 2023 Giving Tuesday appeal focused on raising funds for the Student Support Fund. As alumni, we welcome the opportunity to support current Nipissing Students, and the importance of this sort of student support cannot be overstated.

**Women's Volleyball 30<sup>th</sup> Anniversary**

NUAAB was please to sponsor the 30<sup>th</sup> Anniversary gathering of the Lakers Women's Volleyball Team. We extend our congratulations to the team for their 30 years of excellence, and we look forward to continuing to engage with our Laker Athletes as they commence their alumni journeys.

**December Meeting**

NUAAB will be holding a general meeting in December to review our governance documents, and to discuss and assess the ways in which we can support the broader Nipissing University Community.

**Happy Holidays!**

From all of us on NUAAB, we wish the entire Nipissing University community a happy and health holiday season.

## December Academic Senate Report

### Chamber of Commerce: Business After Hours

On November 23rd, 2023, NUSU held a Business After Hours in partnership with the North Bay Chamber of Commerce. This was an opportunity for students to connect and work on their networking with business and community partners. We held a Maker's Market as well to promote Nipissing Lakers student businesses. We were so excited to hold this great event at NUSU. We are proud of the strong and sustained partnership with the Chamber of Commerce and local businesses in North Bay.

### Canadian Federation of Students: National General Meeting

On November 24th-November 28th, NUSU President Riley McEntee and Vice-President, Advocacy & Awareness Harikesh Panchal, will be representing Nipissing University at the Canadian Federation of Student's National General Meeting. The conference held a variety of constituency meetings and caucus meetings. We look forward to gaining insight from our fellow student leaders at other institutions and look to bring our northern knowledge and wisdom to the table.

### Upcoming Executive Elections

NUSU Executive Elections will be happening in mid-January to early-February for the 2023/2024 Executive Terms. Executive job descriptions recently went through three major changes, effective May 1, 2024:

- (1) Executive's hours will be reduced during the Fall and Winter semesters, going from twenty-five (25) hours per week to twenty (20) hours per week.
- (2) We replaced the *shadowing period* of transition training with an *-elect* position. Students who are successfully elected will work in an *-elect* position (i.e. President-*elect*, Vice-President, Finance & Administration-*elect*) starting the Monday following the Winter Reading Week (February 26, 2024) until April 30, 2024.
- (3) We increased the minimum number of transition training hours required, from twenty (20) hours to thirty-five (35) hours. These hours will be completed while they are working as an *-elect*.

All Executive positions are up for election. The election schedule will be similar to last year's and will be shared via social media soon. If Student, Staff, Faculty, or Admin have any concerns regarding the election, please email them to [elections@nusu.com](mailto:elections@nusu.com).

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This will go to the NUSU Elections Committee, which is chaired by Riley McEntee and vice-chaired by Em Cooke.

**Exam Season**

NUSU wants to wish all Nipissing University students the best wishes heading into exam season. We hope that their study and preparation goes well. We want to thank all the hard work that the university staff and faculty do to help their students prepare for the culmination of their courses whether it be for exams or final papers. All the best Lakers!

**Happy Winter Break**

NUSU wishes the entire Lakers community the best wishes for the Winter Break. We hope everyone finds the time to relax, rest, and reset. We hope everyone's festivities are fun, exciting, and most importantly folks are being safe this winter break! Take care Lakers and we look forward to seeing you all in the New Year!

**NIPISSING UNIVERSITY**  
**REPORT OF THE SENATE EXECUTIVE COMMITTEE**

December 1, 2023

A meeting of the Senate Executive Committee took place in person and by Zoom conference on December 1, 2023.

The following members participated:

K. Wamsley (Chair), G. Raymer, D. Walters, D. Iafrate, T. Sibbald (Speaker), A. Adler, D. Hay, S. Renshaw, S. Landriault (Recording Secretary, n-v)

Regrets: A. Graff, B. Law, H. Panchal

The purpose of the meeting was to set the agenda for the December 8, 2023 Senate meeting.

The Report of the Academic Curriculum Committee dated November 21, 2023 was provided to the Senate Executive for inclusion in the Senate agenda.

The Report of the Academic Quality Assurance and Planning Committee dated November 24, 2023 was provided to the Senate Executive for inclusion in the Senate agenda.

A discussion took place regarding the wording of the motions in the AQAPC report and Senate's role. The Senate Speaker referred to Senate By-law 8.4(c) that states:

"A motion that Senate receive a written report provides an opportunity for general discussion regarding the report and its recommendations, including questions or comments concerning the committee's procedures or the adequacy of the report's analyses and rationales. A motion to receive should normally not be defeated; rather, it should be carried if Senate is generally satisfied with the report and prepared to consider the recommendations therein, or referred back to the committee (with specific instructions) if there are significant concerns."

Members agreed that the motions be reworded from recommended to Senate for information, to received by Senate for information. Further discussion will take place to standardize the language.

The Report of the By-laws and Elections Committee dated November 14, 2023 was provided to the Senate Executive for inclusion in the Senate agenda.

The revised Digital Learning Resources and Field Trips Policy is included in the Senate agenda.

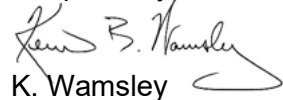
Under Amendment of By-laws, notices of motion including non-substantive, housekeeping matters, changes to the terms of reference of the Research Committee and the Senate Budget Advisory Committee are included in the Senate agenda.

An election for a Deputy Speaker of Senate is included in the Senate agenda.

Under New Business, a request will be made to move in camera to approve the list of Honorary Degree recipients and the granting of a Professor Emeritus.

Moved by K. Wamsley, seconded by D. Iafrate that the Senate Executive Committee approves the December 8, 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 December 1, 2023.



**Report of the  
Academic Curriculum Committee**

**November 21, 2023**

Members Present:

Ann-Barbara Graff  
Nancy Black  
Tammie McParland  
Ping Zou  
Harikesh Panchal

Graydon Raymer  
Debra Iafrate  
Jamie Murton  
Brendan Brown

Dan Walters  
Alex Karassev  
Roxana Vernescu  
Sam Greco

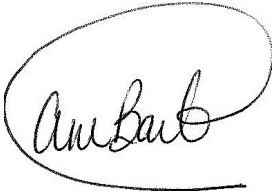
Absent with Regrets:

Blaine Hatt, Paul Millar

Jane Hughes, Recording Secretary

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

Respectfully submitted,



Dr. Ann-Barbara Graff  
Provost & Vice-President, Academic

**Motion 1:** That Senate receive the Report of the Academic Curriculum Committee, dated November 21, 2023.

**Faculty of Arts and Science**

Child and Family Studies

**Motion 2:** The Senate approve that the Certificate in Applied Behaviour Analysis (ABA) – Lifespan be modified as outlined below.

Rationale: When we initially proposed this certificate, the number of credits recommended was 30-33. We beefed up the required certificate courses, with required Program courses so that students could complete these in time. At that time, Applied CHFS-PSYC Certificates were only offered to CHFS or PSYC students, however in follow-up to numerous requests, we opened these widely to all University students. The heavy required number of courses still makes these certificates unattainable for most students who are not also completing CHFS or PSYC degrees.

We have also had multiple requests for 'advanced standing' due to equivalent courses or previous certifications/learning. We are reducing the number of credits to also make these options more accessible to all NU students, as well as any incoming PLAR students and community learners. Because this Lifespan Certificate crosses multiple sectors, we are also adding more flexibility for students, based on their interests, by providing more options for their 3cr elective. Last, we are changing the title of the certificate for consistency with our courses and terminology across sectors.

### NEW REQUIREMENTS:

#### TI: Certificate in Applied Behavioural Sciences (ABS)

##### Program Requirements:

Students must complete at least 18 credits as follows:

<a href="#">CHFS 3036</a> or <a href="#">PSYC 3036</a>	Ethics in Practice	3 cr.
<a href="#">CHFS 3136</a> or <a href="#">PSYC 3136</a>	ABS I: Introduction to Applied Behavioural Sciences	3 cr.
<a href="#">CHFS 3137</a> or <a href="#">PSYC 3137</a>	ABS II: Advanced Topics in Applied Behavioural Sciences	3 cr.
<a href="#">CHFS 4205</a> or <a href="#">PSYC 4225</a>	Practicum in Applied Behavioural Sciences	6 cr.
At least three (3) credits from the following based on student sector of interest (practicum settings will be guided and approved based on the selected elective(s)):		
<a href="#">PSYC 2306</a> or	Psychology of Industry and Work I	3 cr.
<a href="#">PSYC 2506</a>	Health Psychology	3 cr.
<a href="#">CHFS 3116</a> or <a href="#">PSYC 3117</a>	Perspectives in Autism	3 cr.
<a href="#">CHFS 3127</a> or <a href="#">PSYC 3127</a>	Alcohol Related Neurodevelopmental Disorders	3 cr.
<a href="#">PSYC 3636</a>	Psychology of Corrections	3 cr.
<a href="#">SWLF 3826</a>	Addictions	3 cr.
<a href="#">CHFS 4106</a> or <a href="#">PSYC 4106</a>	Intervention: Planning for Neurodivergence	3 cr.
<a href="#">CHFS 4206</a> or <a href="#">PSYC 4216</a>	Applied Developmental Neuropsychology	3 cr.
<a href="#">SOCI 4137</a>	Topics: Aging and Health	3 cr.
<a href="#">CHFS 4306</a> or <a href="#">PSYC 4306</a>	Topics: Developmental, Behavioural, and Mental Health	3 cr.

**Note:**

\* Equivalent courses may be approved from year to year, such as for example a Topics course in a related discipline, or advanced standing from previously completed training or pathways external to the institution. Please seek departmental approval, prior to securing practicum settings.

\*\* The certificate in Applied Behavioural Science (ABS) will be awarded at the time of graduation.

**OLD REQUIREMENTS:****Certificate in Applied Behaviour Analysis (ABA)-Lifespan****Program Requirements:**

Students must complete the following 33 credits:

PSYC 1106	Introduction to Psychology I	3 cr.
PSYC 1107	Introduction to Psychology II	3 cr.
CHFS 2106	Applied Human Development: Children and Youth <i>or</i>	
PSYC 2006	Childhood Development	3 cr.
CHFS 2107	Applied Human Development: Adults and Aging <i>or</i>	
PSYC 2007	Adult Development	3 cr.
CHFS 3036 or PSYC 3036	Ethics in Practice	3 cr.
CHFS 3136 or PSYC 3136	ABS I: Introduction to Applied Behavioural Sciences	3 cr.
CHFS 3137 or PSYC 3137	ABS II: Advanced Topics in Applied Behavioural Sciences	3 cr.
CHFS 4106 or PSYC 4106	Intervention: Planning for Neurodivergence	3 cr.
CHFS 4205 or PSYC 4225	Practicum in Applied Behavioural Sciences	6 cr.

Three credits from the following:

CHFS 3116 or PSYC 3117	Perspectives in Autism	3 cr.
CHFS 3127 or PSYC 3127	Alcohol Related Neurodevelopmental Disorders	3 cr.
CHFS 4206 or PSYC 4216	Applied Developmental Neuropsychology	3 cr.

**Note:**

The certificate in ABA will be awarded at the time of graduation

**Motion 3:** That Senate that the Certificate in Early Intensive Behaviour Intervention (EIBI) – Autism Spectrum Disorder (ASD) be modified as outlined below.

Rationale: When we initially proposed this certificate, the number of credits recommended was 30-33. We beefed up the required certificate courses, with required Program courses so that students could complete these in time. At that time, Applied CHFS-PSYC Certificates were only offered to CHFS or PSYC students, however in follow-up to numerous requests, we opened these widely to all University students. The heavy required number of courses still makes these certificates unattainable for most students who are not also completing CHFS or PSYC degrees. We have also had multiple requests for 'advanced standing' due to equivalent courses or previous certifications/learning. We are reducing the number of credits to also make these options more accessible to all NU students, as well as any incoming PLAR students and community learners. In addition, the EIBI programming associated with the OAIP (Ontario Autism Intervention Program) has undergone several policy changes and iterations, EIBI no longer available in its original form.

#### **NEW REQUIREMENTS:**

#### **Ti: Certificate in Early Intervention**

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

Students must complete at least 24 credits as follows:

CHFS 2106	Applied Human Development: Children & Youth	3 cr.
CHFS 3036 or PSYC 3036	Ethics in Practice	3 cr.
CHFS 3136 or PSYC 3136	ABS I: Introduction to Applied Behavioural Sciences	3 cr.
CHFS 3137 or PSYC 3137	ABS II: Advanced Topics in Applied Behavioural Sciences	3 cr.
CHFS 4106 or PSYC 4106	Intervention: Planning for Neurodivergence	3 cr.
CHFS 4305 or PSYC 4235	Practicum in EBI-ASD/ND	6 cr.

At least three (3) credits from the following:

CHFS 3116 or PSYC 3117	Perspectives in Autism	3 cr.
CHFS 3127 or PSYC 3127	Alcohol Related Neurodevelopmental Disabilities	3 cr.

CHFS 4206 or PSYC 4216	Applied Developmental Neuropsychology	3 cr.
CHFS 4306 or PSYC 4306	Topics: Developmental, Behavioural, and Mental Health	3 cr.

**Note:**

\* Equivalent courses may be approved from year to year, such as for example a Topics course in a related discipline, or advanced standing from previously completed training or pathways external to the institution. Please seek departmental approval, prior to securing practicum settings.

\*\* The Certificate in Early Intervention will be awarded at the time of graduation.

**OLD REQUIREMENTS:****Certificate in Early Intensive Behaviour Intervention (EIBI)-Autism Spectrum Disorders (ASD)****Program Requirements:**

Students must complete the following 33 credits:

PSYC 1106	Introduction to Psychology I	3 cr.
PSYC 1107	Introduction to Psychology II	3 cr.
CHFS 2106	Applied Human Development: Children and Youth <i>or</i>	
PSYC 2006	Childhood Development	3 cr.
CHFS 3036 or PSYC 3036	Ethics in Practice	3 cr.
CHFS 3116 or PSYC 3117	Perspectives in Autism	3 cr.
CHFS 3136 or PSYC 3136	ABS I: Introduction to Applied Behavioural Sciences	3 cr.
CHFS 3137 or PSYC 3137	ABS II: Advanced Topics in Applied Behavioural Sciences	3 cr.
CHFS 4106 or PSYC 4106	Intervention: Planning for Neurodivergence	3 cr.
CHFS 4305 or PSYC 4235	Practicum in EIBI-ASD	6 cr.
Three credits from the following:		
CHFS 3127 or PSYC 3127	Alcohol Related Neurodevelopmental Disabilities	3 cr.

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CHFS 4206 or PSYC 4216	Applied Developmental Neuropsychology	3 cr.
CHFS 4306 or PSYC 4306	Special Topics: Human Development and Learning	3 cr.

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**Note:**

The certificate in EIBI-ASD will be awarded at the time of graduation.

**Pathways**

**Motion 4:** That Senate approve that the transfer pathway for Biotechnology Technician (two-year) and Biotechnology Technologist (three-year) College diploma graduates be amended as outlined below.

- i) **Biotechnology Technician (two-year) Diploma**  
Graduates of the Biotechnology Technician two-year diploma program at an Ontario College with a cumulative program average of 72 percent or better will be considered for admission to a Bachelor of Science Honours Specialization or Specialization in Biology or Environmental Biology & Technology with transfer credit to a maximum of 60 credits.
- ii) **Biotechnology Technologist (three-year) Diploma**  
Graduates of the Biotechnology Technologist three-year diploma program at an Ontario College with a cumulative program average of 72 percent or better will be considered for admission to Bachelor of Science Honours Specialization or specialization in Biology or Environmental Biology & Technology with transfer credit to a maximum of 69 credits.

**Rationale:**

The current transfer pathways are as follows:

- i) **Biotechnology Technician Diploma:**  
Applicants who are graduates of the Biotechnology Technician two-year diploma program at Canadore College with a cumulative 3.25 GPA or better can be considered for admission to an Honours Specialization or Specialization in Biology or Environmental Biology and Technology with transfer credit to a maximum of 60 credits.
- ii) **Biotechnology Technologist Diploma:**  
Applicants who are graduates of the Biotechnology Technologist three-year diploma program at Canadore College with a cumulative 3.25 GPA or better or better can be considered for admission to Honours Specialization or Specialization in Biology or Environmental Biology and Technology with transfer credit to a maximum of 60 credits.

Changing demographics are making it increasingly important for Nipissing to offer reasonable and innovative pathways for transfer students. Extending this pathway to all Ontario Colleges would extend the educational opportunities for college graduates. (See Appendix A for List of All Ontario Colleges offering Biotechnology Technician and Technologist Programs.)

The required GPA of 3.25 indicated on the original pathway referred to Canadore College's 2015 grade scale, which has since changed. (See Appendix B for Canadore College's grade scales.) Due to varying grade scales amongst Ontario Colleges, the required program grade for this transfer pathway shall be noted by way of a percentage.

The number of transfer credits for the three-year Biotechnician Technologist diploma has been increased from 60 credits to 69 credits. Students are granted 60 credits for the two-year diploma. The nine extra credits for the three-year diploma acknowledges the extra year of study achieved for Biotechnologist Technologist graduates.

## Appendix A

### Ontario Colleges Offering Biotechnology Technician and Technology Programs

College Name	Program Title	Program Credential Description
ALGONQUIN	BIOTECHNOLOGY - ADVANCED	ADVANCED DIPLOMA (three year)
CANADORE	BIOTECHNOLOGY TECHNICIAN	DIPLOMA (two year)
CANADORE	BIOTECHNOLOGY TECHNOLOGIST	ADVANCED DIPLOMA (three year)
CENTENNIAL	BIOTECHNOLOGY - ADVANCED (FAST-TRACK) (OPTIONAL CO-OP)	ADVANCED DIPLOMA (three year)
CENTENNIAL	BIOTECHNOLOGY	DIPLOMA (two year)
CONESTOGA	BIOTECHNOLOGY TECHNICIAN	DIPLOMA (two year)
DURHAM	BIOTECHNOLOGY - ADVANCED	ADVANCED DIPLOMA (three year)
FLEMING	BIOTECHNOLOGY - ADVANCED	ADVANCED DIPLOMA (three year)
GEORGIAN	BIOTECHNOLOGY-HEALTH	DIPLOMA (two year)
HUMBER	BIOTECHNOLOGY	DIPLOMA (two year)
LOYALIST	BIOTECHNOLOGY-ADVANCED	ADVANCED DIPLOMA (three year)
LOYALIST	BIOTECHNOLOGY	DIPLOMA (two year)
MOHAWK	BIOTECHNOLOGY - ADVANCED	ADVANCED DIPLOMA (three year)
MOHAWK	BIOTECHNOLOGY	DIPLOMA (two year)
SENECA	BIOTECHNOLOGY ADVANCED (HYBRID)	ADVANCED DIPLOMA (three year)
ST. LAWRENCE	BIOTECHNOLOGY - ADVANCED	ADVANCED DIPLOMA (three year)

**Appendix B – Canadore Grade Scales**

## CANADORE GRADING POLICY (SEPTEMBER 2016 to Present)

<u>Grade</u>	<u>Percent equivalent</u>	<u>Point Equivalent</u>
A+	90-100	4.0
A	85-89	3.7
A-	80-84	3.5
B+	77-79	3.3
B	73-76	3.0
B-	70-72	2.7
C+	65-69	2.5
C	60-64	2.0
D+	55-59	1.5
D	50-54	1.0
F	0-49	

## CANADORE GRADING POLICY (SEPTEMBER 2006 to AUGUST 2016)

<u>Grade</u>	<u>Point Equivalent</u>
AH	4
A+	4
A	4
B+	3.5
B	3
C+	2.5
C	2
D+	1.5
D	1

**DEPARTMENTAL TRANSFER PATHWAY APPROVAL FORM**

*\*\*This form will substantiate departmental approval for transfer pathway creation and amendment submissions to the Academic Curriculum Committee and Academic Senate)*

DEPARTMENT/ DISCIPLINE	NAME (print)	POSITION	DATE
Biology/Chemistry	Nathan Colborne	Chair	Oct, 25, 2023



**Non-substantive:**

1. That the prerequisite for PSYC 4105: Senior Empirical Thesis be changed from "*PSYC 3356 or CHFS 3035 with a minimum grade of 70%. Restricted to students in the fourth year of the Honours Psychology program. Approval of the discipline is required prior to registration. Students wishing to take this course during the following Spring/Summer or Fall/Winter Session must apply in writing to the discipline no later than February 15.*" to "*PSYC 3356 or PSYC 3346 with a minimum grade of 70%. Restricted to students in the fourth year of the Honours Psychology program. Approval of the discipline is required prior to registration. Students wishing to take this course during the following Spring/Summer or Fall/Winter Session should normally apply in writing to the discipline no later than February 15*".

Rationale: This motion is necessary as a housekeeping item to reflect the change in degree requirements that includes the option of taking the new PSYC 3346 Research Methods in Psychological Science course approved by Senate last year. CHFS 3035 is no longer an option for the degree so it is being removed as a pre-requisite option for the thesis courses

2. That the anti-requisite for PSYC 4105: Senior Empirical Thesis be changed from '*PSYC 4115*' to '*PSYC 4115 and PSYC 4215*'.

Rationale: The department wishes to add PSYC 4215 to the anti-requisite list for consistency between the two thesis options.

3. That the prerequisite for PSYC 4215: Senior Research Seminar be changed from "*PSYC 3356 or CHFS 3035. Restricted to student in the fourth year of the Honours Psychology program.*" to "*PSYC 3356 or PSYC 3346. Restricted to students in the fourth year of the Honours B.A. Psychology Program*" as outlined below.

Rationale: This motion is necessary as a housekeeping item to reflect the change in degree requirements that includes the option of taking the new PSYC 3346 Research Methods in Psychological Science course approved by Senate last year for the Honours B.A. degree. CHFS 3035 is no longer an option for the degree so it is being removed as a pre-requisite option for the thesis courses.

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

November 24, 2023

The second meeting of the Academic Quality Assurance and Planning Committee of 2023-2024 was held on Friday, November 24, 2023 in person and via Teams conference.

**COMMITTEE MEMBERS:**

Ann-Barbara Graff (Chair)	Nancy Black	Veronica Williams
Graydon Raymer	Judy Smith	Alireza Khorakian
Barbie Law	Jamie Murton	Sam Greco
Dan Walters	Susan Srigley	
Debra lafrate	Nathan Kozuskanich	

Regrets: Stephen Tedesco, Andrew Ackerman, Prasad Ravi, Harikesh Panchal

Guest: Beth Holden

Recording Secretary: S. Landriault

The Child and Family Studies IQAP Final Assessment Report and Implementation Plan was received and discussed.

Motion 1: Moved by V. Williams, seconded by D. Walters that the Child and Family Studies IQAP Final Assessment Report and Implementation Plan be recommended to Senate for approval.  
CARRIED

The History IQAP 2-Year Follow-up Report was received and discussed.

Motion 2: Moved by S. Srigley, seconded by G. Raymer that the History IQAP 2-Year Follow-up Report be recommended to Senate for information.  
CARRIED

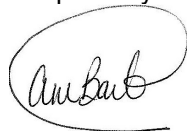
The final version of the Nipissing University Institutional Quality Assurance Protocol (NU-IQAP) with minor housing keeping edits was received and discussed. The document was initially approved by Senate on June 26, 2023. A summary of the revisions is included.

Motion 3: Moved by V. Williams, seconded by D. lafrate that the final version of the Nipissing University Institutional Quality Assurance Protocol (NU-IQAP) be recommended to Senate for information.  
CARRIED

The following AQAPC members volunteered to review the Psychology IQAP Self-Study for compliance:

- S. Srigley
- J. Smith

Respectfully submitted,



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

- Motion 1: That Senate receive the Report of the Academic Quality Assurance and Planning Committee dated November 24, 2023
- Motion 2: That the Child and Family Studies IQAP Final Assessment Report and Implementation Plan be recommended to Senate for approval.
- Motion 3: That the History IQAP 2-Year Follow-up Report be recommended to Senate for information.
- Motion 4: That the final version of the Nipissing University Institutional Quality Assurance Protocol (NU-IQAP) be recommended to Senate for information.

# FINAL ASSESSMENT REPORT AND IMPLEMENTATION PLAN

## PROGRAM UNDER REVIEW

PROGRAM	SENATE APPROVAL DATE	PREPARED BY
Child and Family Studies	[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	October 21, 2022
2. Site Visit Conducted (Virtually)	January 17 – 19, 2023
3. Reviewer's Report Received	February 23, 2023
4. Internal Reviewers Response Received	April 28, 2023
5. Dean's Response Received	April 28, 2023

### The members of the review committee were:

- Dr. Tricia van Rhijn, University of Guelph
- Dr. Kiaras Gharabaghi, Toronto Metropolitan 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 November 27, 2018 and re-ratified by Quality Council April 26, 2019.

## B. PROGRAM STRENGTHS

The program is structured to provide multiple pathways to graduation where students can choose courses and applied learning opportunities that correspond to their interests. The certificates offered as part of the program add enormous value to the student experience, but also provide students with a competitive advantage in the job market both in and beyond education settings.

The program is a natural fit with the Education stream, specifically teacher education, that the university is well known for. The embedded concurrent stream within CHFS attracts a large number of students to the program and

prepares them exceptionally well for success in postgraduate education programs offered by the university. CHFS furthermore contributes to the success of other programs in the Faculty of Arts and Sciences

### C. OPPORTUNITIES FOR IMPROVEMENT AND ENHANCEMENT

**External Reviewers Recommendation #1:** *The priority for this program is the hiring of additional tenure-stream faculty members. We strongly urge the University to follow through with the planned replacement hire in 2023/2024, and to consider at least one but ideally two additional tenure stream positions over the next two years.*

**Unit's Response:** The dept. agrees with the recommendation of securing FT TT faculty. We have advocated for timely budget decisions and a fair recruitment process since our relocation to the main campus in 2016. Despite data-informed and long-standing needs of the program, across our applied curriculum in particular, competing tensions and pressures have hampered our ability to secure dedicated FT dollars. Instead, limited term and shared FT budget dollars are allocated annually, against identified programmatic need or departmental support. These last-minute stopgap measures have compromised our ability to adequately cover our learning objectives and impeded our progress across critical and longstanding priorities (IQAP Review, 2013-14; IQAP Review, 2022-23).

A FT dedicated faculty responsive to program need will help stabilize the program, support long-term visioning and sustainability, and enhance our capacity for growth in line with our reviewers' recommendations to position "this excellent program as a professional and applied program relevant to the health, social, and community sectors, and perhaps even to the policy sector. As the only such program located and rooted in near North Ontario, the opportunity to become the flagship program for health, social and community service careers in the near North and the North is readily present, and the dire human resource shortages of qualified professionals in these sectors in the near North and the North are well established". Indeed, our programmatic focus is on point with current strategic planning feedback at the Institution, as captured in the recent community feedback reports, in that CHFS is a program that: meets the demands of in-demand fields; expands offerings in fields with staffing shortages; offers certifications and provides opportunities for professional development, career advancement/pathways, and practical learning opportunities; is anchored and built on collaboration and partnerships with local community, organizations, and other community stakeholders for mutually beneficial outcomes; increases our community presence through collaborative partnerships and placements; and ensures we meet community needs and address gap areas, among multiple other strategic themes (Future Summary report; Apr 20, 2023).

Despite an annual budget allocation pattern that has resulted in long-standing inequities for faculty and risk for the program, we have demonstrated an ongoing commitment to building our curriculum and research, a tremendous focus on supporting our students, and an increased capacity for building meaningful professional community partnerships that enhance our student career pathways and bring value to our partners. We have experienced unparalleled success and have been recognized for our efforts to "keep this program not only alive, but also growing, are exceptional and without comparison across similar programs in Ontario" (External Reviewers' Report, Feb 8, 2023). As one of the largest programs in AS, it is critical that we secure budgetary support that is responsive to program curriculum and need and aligns with program strategic focus.

**Dean's Response:** I agree with the External Reviewers and Internal Reviewers recommendation that there is a need for additional tenure-track faculty in the Child and Family Studies program. There are also opportunities to enhance capacity within CHFS by leveraging faculty members from several intersecting programs.

**Provost's Response:** All tenure-track and tenured appointments at Nipissing University are evaluated through a competitive process. In my role as Provost, I look forward to receiving the rationale for a new position and for that rationale to include the Strategic Plan, a clear and comprehensive position description linked to the program curriculum as well as the research goals for the program, and the ranking of the Dean.

**External Reviewers Recommendation #2:** *We also urge the university to make available dedicated administrative support for this program. It is highly unusual for a program of this size to operate without any dedicated administrative support.*

**Unit's Response:** Administrative support would be much welcomed, but likely a tall order given the fiscal needs of the AS Faculty and Institution. We are looking forward to some support for placement and experiential learning coordination via the Dean's office, however we realize this new role will not replace the discipline(s)-specific departmental level coordination required around applied and professional activities. Some of our greatest capacity comes from committed applied and Professional contract faculty members who support specialized and competency-based curriculum development, professional skill building and support for students, community-stakeholder and agency-placement collaboration, applied research and program evaluation that is responsive to our existing curriculum, and other related areas that cannot be simply allocated to "admin" as they require disciplinary, professional, and subject-matter expertise and cross-sectoral knowledge. Recruitment responsive to program need would help build capacity not just for faculty/students but also for program development and 'program management' which relies on professional skill/knowledge and practical (in-the-field/clinical/applied) experience.

**Dean's Response:** I agree with the External Reviewers and Internal Reviewers recommendation to provide administrative support for the Child and Family Studies program. The Dean's office has hired a staff member to support finding placements and coordinating/tracking the experiential learning opportunities within Child and Family Studies and other programs in Arts and Science. There are four Practicum or Applied 4000 level courses that often run as Independent Study courses that the Dean's office can help administer. The Dean's office can also assist with maintaining relations the existing network of community-stakeholders and agency-placements.

**Provost's Response:** The Dean has committed to finding the necessary supports with the Decanal office. Optimally, administrative efficiencies are developed across programs and academic units.

**External Reviewers Recommendation #3:** *We strongly recommend strengthening the program's Indigenous-focused curriculum, including embedding this focus within the program learning outcomes, either by introducing a required course or by significantly increasing Indigenous-focused content, including Indigenous knowledges, across all courses in the curriculum, and notably in the research-related courses and those courses heavily influenced by psychology, since these fields often are centered on Western ways of knowing and white lived experiences.*

**Unit's Response:** We will continue to update our curriculum as needed, given our commitment to holistic programming and the creation pathways that support our students and community. We have already moved forward and modified our second-year methodology course, CHFS 2026, to more formally acknowledge the inclusion of research frameworks that bring together Indigenous and Western approaches to knowledge creation, and gain new ways of thinking about and approaching problems (senate-approved April 14, 2023).

We also value the suggestion that a specific required Indigenous themed course be introduced as part of our core offerings, and we not only agree from a programmatic perspective, but are committed to this in AS and institutionally. To this end, the creation of INDG breath requirement for all students at Nipissing was supported by Senate just this past year, and likely to be operationalized in the coming academic cycle.

We support this recommendation, however, would like to provide additional context to illustrate our existing strengths in this regard. We feel some aspects of our program were missed by our review team, likely for several reasons including; our oversight in detailing this information in our Self Study, a lack of institutional knowledge and history regarding the development and direction of our cross-coded curriculum with PSYC, a lack of knowledge around the significance of our cross-listed curriculum with other programs in meeting our degree requirements, and lack of access to senate approved changes made earlier in the academic cycle.

To clarify:

By budgetary necessity we continue to partner with relevant programs to cover our degree requirements. We have several courses where Indigenous themes, equity, inclusion, decolonizing practices, and cultural humility content is embedded directly into the learning outcomes of the course. These courses are cross-listed to CHFS and coded as SWLF or SOCI, or they are CHFS courses that are cross-coded and contribute to PSYC. At least two of the SWLF courses listed for the CHFS program are also offered as INDG. While cross-listed courses may not be budgeted directly by CHFS, they are nonetheless courses that contribute to the CHFS degree.

~6% of our full curriculum is Indigenous-centered and ~67% contains Indigenous themes or content; for example, SWLF 3406 (also coded as INDG 3406) Colonialism in First Nations' Communities and SWLF 3407 (also coded as INDG 3407) Social Development in First Nations' Communities

Our numbers are somewhat lower for our research and applied human dev curriculum, however many of these courses are also explicit in their inclusion of multiple and intersecting identities, social positions, and theoretical frameworks, with ~59% containing INDG themes or content respective to the course topic.

Further to this, we are committed to inclusionary core values in our work and planning, have wide representation of multiple identities, social positions, and theoretical frameworks throughout our curriculum, and will continue to work on enhancing this and more explicitly outlining Indigenous values, content, and knowledges across the curriculum in our program.

In understanding the influence of PSYC on CHFS courses, it is important to contextualize PSYC and to clarify the cross-coding partnership we have and the direction of our cross-coding.

1st, while PSYC may be seen as traditionally Eurocentric, the profession has experienced a rapidly progressive and culturally responsive rebirth over the past two decades and has contributed to significant cultural shifts and social impact. The field itself spans widely diverse approaches, theories, philosophies, specializations, and worldviews; from basic neuroscience and connectionist networks to community decolonial feminist psychology theories and practices. Real-world applications of the latter, are subserved by and argue for decolonial psychology and practice embedded directly within applied and professional structures, a thread that runs across our transdisciplinary programming in CHFS: To empower students to support our most vulnerable children, youth, and families directly from within the colonial systems and service sectors in which they practice, directly in the context of assessment, therapeutic settings, education, policy, program development, implementation, and evaluation. While under these theories we focus on issues relevant to marginalized and equity seeking groups in our own WEIRD society, the field itself tackles concerns of the global majority, including marginalized cultures of the global South.

2nd, our collaboration or cross-coded programming with PSYC, actually originated with and was driven by CHFS, such that the direction of our curriculum and development of our learning objectives was CHFS → PSYC, rather than PSYC → CHFS. In other words, we add value to PSYC courses, and PSYC students benefit from exposure to INDG themes, cultural responsiveness and humility, and considerations of decolonizing practices embedded across a significant portion of our CHFS curriculum, including those crossed with PSYC, and have full responsibility for developing, budgeting, and teaching this curriculum.

3rd, 82% of our full-program curriculum and 64% of our applied human dev reflects pedagogy that is inclusive of multiple and intersecting identities, social positions, or theoretical frameworks. For example, all of our CHFS cross-coded courses include mixed methodologies and social themes - social justice and equity, diversity, inclusion - that ensure students engage with social, systemic, and structural inequities in human service, therapeutic, and educational contexts. For example, themes of diversity, equity, inclusion, decolonization, cultural responsiveness and humility are captured widely in our course learning outcomes, across CHFS 3036 - Ethics; CHFS 3116 - Perspectives in Autism; CHFS 3127 - Alcohol Related Neurodevelopmental Disorders; CHFS 4106 - Interventions for Planning and Neurodivergence; CHFS 4306 - Special Topics in Applied Human Dev, and multiple others. Even in courses that would perhaps be perceived reductively as Eurocentric, such as CHFS (PSYC) 3137, Applied Behaviour Sciences, explicit senate approved learning objectives include: "Outline ethical decision-making processes in applied settings and competence for individual and cultural diversity in planning and goal setting" and "Integrate theoretical and applied frameworks for addressing diversity considerations across various fields, including responsive and nondiscriminatory practices, as related for example, to neurodiversity, mental health, trauma, language, ethnicity, race, gender, religion, culture, social economic status, and others". In the context of this course, as an example, students learn to work hands-on with the A.D.D.R.E.S.S.I.N.G model (age/generational and intergenerational influences, developmental disability, disability acquired later in life, religion and spiritual orientation, ethnicity/race identity, socioeconomic status, sexual orientation, Indigenous heritage, national origin, and gender), while they learn the theories and applications of behavioural analysis and program planning in tandem with skills to practice cultural humility and be responsive to cultural complexities they face in the field/in practice settings. They learn to consider issues and engage with factors that impact diverse communities and also to understand the impact of cultural incompetency in the context of service access, service delivery models, cultural accommodation in the context of caregiver training, cultural differences and social significance in parent training, and multiple other related topics.

4th, Our curriculum and program development is supported by a widely diverse complement of contract Professional colleagues and CASBU members, who bring together multiple intersecting identities and viewpoints across education,

experience, protected status, and theoretical orientations; all highly credentialed, with professional, clinical, applied, practice-based, expertise and lived experience, and all who play a key role in enhancing our curriculum, overall program pedagogy, and our student experience. While degrees and specializations do not always reflect the full scope of an individual's training, expertise, theoretical breadth, worldview, or lived experience, our applied faculty represent a wide spectrum of pedagogy and research backgrounds including critical theories across clinical and feminist psychology, counseling, critical disability studies, education and critical education, women and gender studies, health and rehabilitation sciences, health promotion, international studies, leadership studies, mental health, native and Indigenous studies, nursing, philosophy, psychology, psychoeducation, recreation and leisure studies, social development studies, social work, critical sociology, and special education - with a diverse set of interests and expertise across a range of topics within and across these fields. Our current faculty profile is similar across the full program and applied curriculum, including 80% female, 60% critical theories, 60% protected status, 30% francophone, 30% racialized, and 20% Indigenous.

In reference to our research methodology and analytics courses specifically, we were pleased to learn that we are uniquely positioned amongst similar programs in Ontario - and nationally, in our focus on these types of competencies and skill-sets. This is especially important given our program goal of not only equipping our students for success, but also enhancing health and social outcomes across our service sectors, communities, community partners, and families. Consistent with our vision for equity and intersectionality-informed methods and evaluation practices, we will continue to bring these courses and certificates in line with Canadian Evaluation (CES) standards for equitable research and evaluation; with clear, measurable, and accountable learning outcomes.

Our certificates were originally developed in consultation with key community and sector leaders, in response to identified gaps across the sector. Data literacy is critical in the face of increasing pressures in community programs that service vulnerable children, youth, and families, and equitable data science principles and practices even more so. We have been working to more clearly outline ethics and equity learning objectives into our methodology curriculum. Intersectionality-informed quantitative research and analysis is a critical knowledge and competency area for our field and one that is abandoned too rapidly; first because many students are not always keen on what they see as "math" and second because data sciences are erroneously considered as a separate field from child, youth, and family studies. This couldn't be further from the truth given the responsibilities required of our graduates once they enter career pathways across sectors that service vulnerable children, youth, and families; including program development and implementation, evaluation, quality improvement, and health/social outcomes management for programs that service vulnerable children, youth, and families.

Our FT faculty member has expertise in working with and addressing inequity and hidden bias across evaluative data lifecycles in the social, health, and not-for-profit sectors, and we have been working to more formally integrate these competencies and build equitable quantitative analysis principles, values, and practical strategies into our 3rd year stats course and our 4th year seminar and program evaluation courses; especially as related to primary data collection and analysis of primary and secondary data with human participants, but also across the full data/evaluation/implementation-science cycle with agency/program clients. We have been slowed by depleted FT faculty capacity, with multiple courses in cue for our academic curriculum quality improvement process in the coming cycle, 2023-24.

In sum, we have and will continue to integrate multiple perspectives into our pedagogy and research, embedded in our learning objectives and also as contributed by numerous of our faculty who teach, research, and work across systems of knowledge. We may have some continued work and development in this regard, but have been meticulously and mindfully growing our teaching, research, and overall programming to be mindful to learning that is inclusive of multiple and intersecting identities, social positions, and theoretical frameworks, including Indigenous knowledges.

**Dean's Response:** I agree with the External Reviewers recommendation that CHFS integrate required courses with an Indigenous-focus curriculum. As the Internal Reviewers outline above, there are electives within the CHFS program that provide opportunities for students to develop competencies or understanding of Indigenous knowledge systems and ways of knowing. However, there are several new courses in the Indigenous Studies program that could complement the CHFS core courses offerings (e.g. INDG-2007 Land-as-Home & Well-being; INDG-2406 Indigenous Families – Colonial Impacts & Contemporary Responses; INDG-3106 Indigenous Health and Wellness).



**Provost's Response:** I agree with the External Reviewers and the Dean about the integral nature of indigenous research and pedagogy with the CHFS program. It is no longer sufficient in the Academy (were it ever the case) to point to ways in which Eurocentric bias are named or addressed, or that courses exist elsewhere as cross-coded, cross-listed or cognate. What the experience of the Truth and Reconciliation Commission made clear, and what the commitments through treaty embody, is that Indigenous voices are central to the conversations especially about psychological and familial health and wellness. I look forward to the Dean redressing the response of the academic unit now that it has been reconfigured to expand disciplines.

**External Reviewer's Recommendation #4:** *We recommend strongly that there be further exploration of program delivery methods, including virtual and online delivery of courses, hybrid and blended learning opportunities, and intensive courses.*

**Unit's Response:** We agree with this recommendation, which is consistent with our previous IQAP Review Recommendations (2013/14) and in keeping with our vision for accessible programming, and have submitted an LOI request proposing this major modification to the program - supported by the Dean and Provost, pending completion of the current IQAP process. We have also outlined key strategies and actionable objectives in our Self-Study, particularly related to building a meaningful virtual and hybrid presence and culture for students. We currently offer all of our curriculum in an accessible format, either via hybrid or online delivery, with multiple options for blended formats, and have a number of recommendations in our Self Study for enhanced access.

**Dean's Response:** I agree that the CHFS program needs to be accessible for the different cohorts of students. Although currently, Consecutive Education students make up 70% of the majors in the program; most of these students are looking for on campus courses. Perhaps alternative modes of delivery (i.e. virtual or intensive courses) will be necessary for the development of microcredentials, professional certificates or post-baccalaureate degrees. We also need an on-site presence for the purpose of recruiting students into the program.

**Provost's Response:** Access broadly defined will be a necessary conversation for Arts and Science. Understanding the profile of current and prospective students will be key to developing a suitable array of offerings in modes of delivery that meet the needs of the University, the academic unit, program and students.

**External Reviewer's Recommendation #5:** *We recommend that the grouping of elective courses based on categories of human development and learning and child and family wellbeing and social justice be discontinued, as these categorizations are out of step with current academic and professional practices.*

**Unit's Response:** We agree with and will move forward with this recommendation as one of our first steps in follow-up to the review, in our program logic model and restructuring. This is also consistent with our IRC self-study.

**Dean's Response:** I agree with the External Reviewers and Internal Reviewers recommendation to discontinue the categorization of courses within the Human Development and Learning, and Child and Family Wellbeing and Social Justice. A thorough curriculum review is required.

**Provost's Response:** I agree with the Dean that a thorough curriculum review is required. It would be best for all programs undergoing IQAP to be sufficiently far along in their review that a full cycle isn't missed by virtue of really taking the full opportunity presented by external review.

**External Reviewer's Recommendation #6:** *We strongly recommend exploration of expanding experiential learning opportunities for students, notably in the context of internships, co-op placements, and unpaid placements in the community sector.*

**Unit's Response:** We agree with this recommendation and are eager to coordinate with our new Experiential Learning role in the Dean's office. Notably, the role of coordinating and supporting applied/and professional placements cannot be managed fully outside of the program. Centralized admin support for these functions cannot

cover significant applied and practical support that needs to take place at the program level. Our applied curriculum, certificates, and placement competencies require significant discipline- or practice-specific knowledge and related professional/sector-based knowledge and expertise.

It is only with enhanced FT faculty capacity with specialized and professional background that we can meet this recommendation for “expansion”, or even be able to sustain the current needs of the program in this regard or support students through applied research and community engagement. This type of applied/experiential engagement has fueled our success to date, not just with students but with our community partners.

A further caveat on this recommendation is that our placement and experiential options are quite limited in North Bay. As such we will need to consider enhanced placement and experiential options for students within their home/local communities. We have been enhancing our reach beyond North Bay, and will continue to look to remote, distance, and greater community opportunities for students. Ironically, the pandemic pivot to remote and virtual access for students even across placements, has enabled us to build community capacity far beyond North Bay, including in national/and pan-Canadian associations, metropolitan and rural southern community agencies, and across our more northern communities like Elliot Lake, Timmins, or Wawa. This will require a focused effort on enhancing accessible e-learning and virtual support options for our students and connecting them to their local hubs or possibly even exploring outreach to enhance pan-Canadian and international options for students.

**Dean’s Response:** I agree with the External Reviewers and Internal Reviewers recommendation to explore more experiential learning opportunities within North Bay and the wider region. This may help attract a new cohort of students towards the Child and Family Studies, separate from the Consecutive Education majors in the program.

**Provost’s Response:** I agree that a review of how experiential offerings are defined and a commitment to offer meaningful and original experiential offerings will enrich all programs.

**External Reviewer’s Recommendation #7:** *We recommend that further consideration be given to the certificates offered as part of the program becoming available to non-program students and to community-based learners as part of a continuing education scheme.*

**Unit’s Response:** We agree with the suggestion that our certificates would be a draw for community-based learners, and generally with the recommendation for supporting broader institutional-level continuing Ed. initiatives. Provided that adequate resources are infused into our already depleted program, we will need to first stabilize and cover existing and critical curriculum needs, and equitably support our current program faculty. Given a significant shortage of FT faculty resources, if we are to engage in these types of initiatives, we would also like to suggest a shared revenue-generation formula that can support both academic program growth and institutional continuing Ed. In the interim, we will continue to build our academic certification initiatives that can perhaps cross-over into continuing Ed in the future. Several are already in development in consultation with key community partners (for example, certificates Child and Youth Mental Health, Child and Youth Neurodevelopmental Disabilities, Fetal Alcohol Spectrum Disorders, Developmental and Behavioural Practitioner Post-Baccalaureate Diploma for health/community service front-line teams in collaboration with provincial gov. stakeholders, and ABA/PBS for teachers). Of significance to this recommendation, provincial stakeholders have shared that decision-makers across child, youth, and family sectors are interested in degree-granting and academic standing certifications for their teams and front-line practitioners, for example post-baccalaureate options or course-based 1-yr Masters degrees over non-credentialed or micro-credentialed continuing Ed. While the latter is indeed valuable for some segments of our community, given our current fiscal situation and growing competition from highly accessible continuing-Ed platforms, we would first want to understand where our value-add could be, and map our key strategic drivers in relation to this – as well as running a cost-benefit analysis for a program with severe faculty shortages. Historically, many of our courses have been listed as accessible online offerings with Contact North, and available to community-based learners as we cycled through them. This may be a transitional first-step to offering the certificates more widely, and engaging in continuing-ed options.

**Dean’s Response:** I agree with the External Reviewers and Interval Reviewers recommendation to explore continuing education opportunities, such as professional certificates, microcredentials or post-baccalaureate programs. The Dean of Arts and Science office will work with CHFS and the Dean of Teaching to help develop these initiatives.

**Provost's Response:** I agree with the Dean and External Reviewers that a review of continuing education offerings is key to the ongoing success of programs.

**External Reviewer's Recommendation #8:** *We recommend that consideration be given to further development of this program with a view of becoming a more obvious and desirable pathway for careers beyond the education sector, such that a greater percentage of enrolled students aim for social and community service careers rather than education and teaching careers. This is particularly relevant given the dire human resource shortages in health and community service fields in the near North.*

**Unit's Response:** We agree with this critical recommendation, as it is in keeping with our program vision and forms the foundation of our curriculum and research activities. The original scope of the program from its Muskoka days in the Faculty of APS, was not simply as a feeder program into Education. CHFS continues to have intrinsic close ties with SW, SWLF, community/applied PSYC, CRSJ, and relevant sectors. Indeed, this trajectory is also consistent with recommendations for FT faculty that aligns with this scope of programming from our last IQAP Review, 2013/14. This recommendation also resonates with repeated input from community stakeholders and partners across key sectors of practice, in particular those that serve vulnerable children and youth and their families, and has been identified in community engagement events as far back as 2011-12. To our credit, we have made significant progress across our curriculum and certificates in this regard, and many of our non-con-Ed graduates enter relevant career pathways immediately post degree completion. For example, our reviewers note our strength as an applied or professional program: "CHFS appears as particularly well positioned within the university's broader context given that it essentially serves three core purposes: it is a professional or applied program unto itself, with students receiving excellent preparation for careers in community health and human services; it serves as an exceptional preparation and enrichment for students aiming to become teachers; and it provides relevant and meaningful elective learning content for students from across the university. As such, CHFS is an ideal program in a university that must concern itself with efficiencies and flexible curriculum opportunities for students to support its sustainability".

Largely a professional or applied program, we have worked diligently at establishing strong collaborative partnerships with key stakeholders across community health and human services, particularly in relation to developmental, behavioural, and mental health outcomes of vulnerable children and youth in the context of vulnerable families. This not only includes the developmental or neurodevelopmental health sector that serves children with I/DD and complex special needs, but also the child/youth mental health sector, children's aid and social welfare sectors, education, and criminal justice and youth corrections sector. Because of our curriculum focus, research, and expertise across these sectors, we were key partners in the development and implementation of the International Post Baccalaureate Diploma in Health & Social Impact. As such, we are committed to strengthening our programmatic vision in this regard, and meeting this recommendation for enhanced career pathways for students by 1/ fostering creative collaborative opportunities with intersecting programs (for example SW, SWLF, SOCI, PSYC, Ed, CRSJ), 2/ continuing to leverage our extensive community partnerships across services and sectors that serve vulnerable children and youth, 3/ strategically recruiting highly qualified practitioner-researcher or scientist-practitioner faculty colleagues with an established record across child and youth behavioural health, developmental health, and/or mental health, and 4/ strategically leveraging our national and international networks of expert researchers and practitioners across these sectors, for example iNCAH (International Network for Child & Adolescent Health), iNMH (International Network for Mental Health), and CanFASD (Canadian FASD Research Network), with representative fellows in the Dept. and across both faculties at NU, as well as key representative members from within the vulnerable child and youth Nipissing-NB community.

**Dean's Response:** I agree with the External Reviews and Internal Reviewers recommendation to develop alternative pathways to attract new cohorts of students and continue to grow enrollment in the program. I support the Internal Reviewers suggestions to enhance career pathways by looking for collaborative opportunities with the intersecting programs, leveraging community partnerships, and connecting with regional and national organizations to create a network of researchers and practitioners. Given the number of cross-listed and cross-coded courses, there are opportunities for existing faculty members at Nipissing University to contribute to development of alternative pathways and experiential learning opportunities.

**Provost's Response:** I agree with the External Reviewer and Dean; however, I caution the proliferating cross-listed and cross-coded courses comes at a cost. I urge the Faculty of Arts and Science to refine its offerings and to have a clear sense of required courses as opposed to electives and to clarify the mutual dependencies.

**External Reviewer's Recommendation #9:** *We recommend that consideration be given to developing a research facilitation plan for the faculty members, in collaboration with the community professionals involved as instructors, to expand their impact through locally and regionally relevant knowledge generation.*

**Unit's Response:** This sounds promising and a value add for the program and community. Strategic recruitment for FT practitioner-researcher colleagues with a proven track record and key linkages/connections in the field would be key for creating synergies and building on the foundation we have in the program. A program level applied research and knowledge sharing agenda that can reach across vulnerable child, youth, and family sectors, would enable us to build some momentum, and expand our impact locally and regionally. Despite our limited capacity, we have a well-established foundation of applied and community research, with a significant number of applied projects, all with cross-institutional partners from CRJS, Ed, and SW, and with key community partners such as OKP, HANDS, NB Police, interRAI Network, GBV Organizations, and Private Industry partners. We also have initiated conversations with our community partners around our synergies and becoming a northern hub of excellence for vulnerable children, youth, and families, particularly related to behavioural, developmental, and mental health and wellbeing outcomes, and have generated a great deal of interest from key community stakeholders. We will continue to creatively explore options to facilitate an enhanced research agenda for building community capacity and enhancing knowledge sharing with our greater communities of practice.

**Dean's Response:** I agree with the External Reviewers and Internal Reviewers recommendation to develop a collaborative research plan that includes community and regional partners. By creating experiential learning and research opportunities with local and regional partners, it could help enhance the reputation for the applied aspects of the program and attract new students.

**Provost's Response:** Expanding local and regional partners will be key, subject to the curriculum review and the refinements proposed to the degree by the External Reviewers and Dean. There is a temporal order of activity that should be respected. Finding partnerships should not be first, if there are concerns about the integrity, coherence, and ability to staff the current offerings. We do not want to disappoint our partners if we cannot deliver on premature commitments.

**External Reviewer's Recommendation #10:** *We recommend that the timelines for banking and deleting courses be accelerated considerably. Specifically, we do not recommend that the time between a course ceasing to be offered and then appearing on a banked courses list be five years, nor that it take five years on the banked courses list for a course to be deleted. This process could be significantly accelerated, and this would provide for greater clarity of the curriculum and its course offerings.*

**Unit's Response:** The acceleration of banking and deleting courses seems to be counter-intuitive and counter to our programmatic needs, but we understand the need for an Institutional approach that reduces the variance between calendar options and actual options available for students at registration. Given limited FT faculty resources and budget restrictions in CHFS, accelerating banking would deplete our program of valuable courses and would deplete our one FT faculty member even further as their time would be taken up in unnecessary paper work and motion/senate approval processes to un-bank courses banked prematurely. With adequate PT/Professional faculty budget, we would be able to cycle to ensure all courses listed are offered regularly. That said, strategic recruitment for another FT faculty that would help stabilize the program/with the background to teach the bulk of our existing courses, would allow us to more efficiently cycle so that perhaps banking would be less of a concern. With the collapsing of the groups in keeping with recommendation 5, this will be a more easily attainable goal, provided a FT budget responsive to CHFS programmatic needs is approved in the future. In addition, we will also look to reduce curriculum redundancies, where these may exist with other programs and perhaps cross-coding where program alignment exists. We are also hopeful that with continued PT funding we will be able to continue contributing to the international Post-Bacc, thereby increasing the availability of our course offerings.

**Dean’s Response:** I agree with the External Reviewers recommendation that a five-year timeline is too long for the banking and deleting of courses; however, it appears this comment is not directed towards the CHFS courses. Upon review, it seems as though the majority of CHFS courses are offered on a regular basis. I assume this comment was directed towards some of the cross-listed courses from other programs. I recommend CHFS prepare a three-year course cycling plan so that students can plan their degree accordingly.

**Provost’s Response:** As part of the curriculum review, the cycling of courses (and continuing offerings) should be presented.

**External Reviewer’s Recommendation #11:** *This program could be enriched by the inclusion of international students, so long as there are support systems in place for international students to live well in the community and be academically successful.*

**Unit’s Response:** We agree that our Institutional community would be enriched by the inclusion of international students, including our own program. Unfortunately, lack of budget/resources will make this recommendation difficult, if not impossible in the near future, unless perhaps a related international post-bacc can be considered. We identified several such opportunities for which our CHFS curriculum would be appropriate, in the development of the Health & Social impact post-bacc. In addition, we can offer accessible opportunities for international students for online programming, and focus on building capacity in the students’ local communities.

**Dean’s Response:** I agree that the CHFS program would be enriched by the inclusion of international students. Several CHFS courses are part of the Post-baccalaureate degree in Health and Social Impacts. We are also seeing an increase of international students within our 4-year degree programs in Arts and Science. We continue to enhance our academic supports for international students and are working with the City of North Bay to help find accessible housing.

**Provost’s Response:** I am concerned about the suggested that international students could not be accommodated within an CHFS degree, unless a dedicated post-bac were devised and offered or online offerings were provided to a distinct cohort. I think this fails to appreciate the contribution of international students to the current degree and to the community. I encourage the Dean to engage the academic unit in a conversation about the contribution of international students to studies at Nipissing.

**D. IMPLEMENTATION PLAN**

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

RECOMMENDATION	RESPONSIBLE MEMBER/UNIT	PROJECTED COMPLETION
Recommendation #5: Urgent Curriculum Review; this will have implications for Recommendations #5, 6, 7, 8, 10, and 11	Chair and Dean	February 1, 2024
Recommendation #3: Indigenous commitments in CHFS; this will have implications for #1 and 5	Chair and Dean	November 1, 2023

# TWO (2) YEAR POST CYCLICAL PROGRAM REVIEW FOLLOW-UP REPORT

## PROGRAM OVERVIEW

PROGRAM	IQAP REVIEW DATE	PREPARED BY
History BA & MA	January 18, 2021	Nathan Kozuskanich, Chair

## PROGRESS OF RECOMMENDATIONS

RECOMMENDATION	% COMPLETE	RESPONSIBLE MEMBER/UNIT	STATUS IF NOT COMPLETED, PLEASE PROVIDE PROJECTED COMPLETION DATE
<b>#1: Faculty Complement</b> Department continues identify and define (cross) appointment needs and opportunities through the annual academic planning process.		Department	The Department continues to make requests for the full-time appointments identified in the IQAP Self-Study document through the normal academic planning process. The Department is also interested in engaging in a conversation with the VPAR about a cross-appointed position with Indigenous Studies (the previous VPAR envisioned a cluster hire of four positions, two of which were filled) that could serve the university's support of the TRC's 94 Calls to Action and the new strategic plan. We have a particular expertise in treaty history and land-based learning that can help the university produce graduates who are knowledgeable of their responsibilities as treaty people. We think that regularized treaty history/learning at NU would be a great benefit to the students and community, and we are ready to be a part of any movement the university would like to take in that direction.
<b>#2 &amp; #7: Recruitment and Marketing</b> Department continues to collaborate with, and advise, Recruitment and Marketing on how to promote its programmes		Department with Recruitment and Marketing	The Department has long had a positive working relationship with Recruitment and Marketing. We recognize the challenges that many departments at the university face in the present fiscal context; however, to date there have been no coherent efforts to market our certificates (that info is buried on the departmental page), our OMAH program, or our grad program. The department continues to put

significant effort into marketing and recruitment, but our reach is limited. We are currently revising the MA information pamphlet (to be completed by the end of 2023 in conjunction with Marketing) and have created our own marketing materials for our certificates to distribute at recruiting events. We attend OUF every year and host specialized recruiting activities (mock lectures, campfire social, etc.) for the university's Open House program; our campfire socials have been repeatedly highlighted for their success in comments by the President in venues such as Senate.

We would like to see a more coherent effort to market our unique OMAH program (better presence on the NU website, targeted marketing materials, etc.).

<p><b>#3: C:WAG</b> C- WAG falls under the Nipissing Policy on Centres and Institutes and is expected to be externally funded.</p>	<p>C-WAG</p>	<p>Drs. Earl and Connor are currently in discussion with the VPAR to explore avenues of funding for the CWAG's ongoing operational needs. Once the Centre is fully operational we are confident it will be a showcase for donors</p>
<p><b>#4: Seminars</b> Department is encouraged to continue to develop and identify innovative, effective and financially sustainable models of programme delivery.</p>	<p>Department</p>	<p>The Department continues to deliver innovative and effective seminars. We understand current budgetary pressures but know that seminars are critical to delivering program outcomes, including critical thinking and high-level writing and analysis skills. We are currently discussing different delivery models to ensure that our senior undergraduate and graduate seminars can continue. For example, can 4<sup>th</sup> year seminars be offered in conjunction with some of our MA field courses?</p>
<p><b>#5: Certificate Programs</b> Department is encouraged to develop both minors for degree seeking students at Nipissing and certificates for other learners. It is expected that NU will have a framework for micro-credentials in place by December 2021, and that the currently proposed SIT certificate will align with that framework</p>	<p>Department with Dean and Provost</p>	<p>Since our IQAP review, the SIT certificate and minor were finalized. They were first offered in the 2022-23 academic year. At Open Houses (most recent October 2024) students expressed strong interest in our certificates. We have created a postcard about SIT to hand out at recruiting events, and both the SIT and WAG certificates are marketed to incoming students. Until students graduate, however, we will not be able to determine uptake with the newly launched SIT certificate.</p>

We have not had a conversation about microcredentials since the departure of Dr. Pat Maher as Dean of Teaching.

<p><b>#6: Graduate Program</b> Department will advise graduate students to apply through School of Graduate Studies</p>	<p>School of Graduate Studies</p>	<p>The end of the pandemic has allowed us to more actively recruit for the MA program. Although numbers were disappointing for 2023-24, this year is an anomaly compared to the average number of students per year since the program's inception. On-campus recruitment efforts for the 2024-25 academic year have yielded 20 NU students who are interested in applying. Our OMAH program was of particular interest to incoming students this year (as well as their parents) so we are optimistic that this will be a fruitful path to better MA numbers in the future.</p>
<p><b>#8: Alumni and Fundraising</b> Department support and collaborate with the Nipissing University capital campaign to identify goals and strategies that support the academic mission of the University</p>	<p>Department with Advancement</p>	<p>The Department is committed to working with Alumni and Fundraising to secure endowments to support our programming and the university's academic mission. Thus far these areas have not been addressed to any significant degree. Through the work of Dr. Hilary Earl the department did secure CFI funding to address a number of concerns raised in the IQAP review process, namely, common space and support for pedagogically-specific research and teaching.</p>
<p><b>#9: Library</b> Department works with the Library to advise on the best use of the resources available.</p>	<p>Department with Library</p>	<p>We continue to be in contact with the academic librarians to ensure that students and faculty have the resources necessary for their academic pursuits, or at least those that can be accommodated given the acquisitions budget.</p>
<p><b>#10: Administrative Support</b> No additional administrative staff will be hired for the Department at this time.</p>	<p>N/A</p>	<p>Given that no administrative staff will be hired, we ask that the university seriously consider our yearly request for a NUWORK student to serve as a departmental assistant. Our request was denied for the 2023-24 academic year. In past years our departmental assistant has served a key role in developing and maintaining our social media presence, helping organize recruiting and departmental events, and performing basic administrative tasks.</p>
<p><b>#11: Common Rooms</b> No departmental common rooms can be allocated at this time</p>	<p>N/A</p>	<p>The CWAG now provides common space for the department.</p>



## SUMMARY OF PROGRESS TO DATE

The Department has made progress on all of the recommendations listed here, with the exception of #8. Given that most of these recommendations deal with issues that are part of the regular academic planning process, the Department will continue to address them in the future. We understand the pressures that the university faces and engage in regular conversations as a department about how to meet these challenges in a way that does not compromise the academic integrity of our degree programs.

## LIST OF ACTION ITEMS LEADING UP TO NEXT REVIEW

The Department has struck two committees to explore how we deliver our undergraduate and graduate degree programs to determine if any (major) modifications are needed. We have also struck a Post Baccalaureate committee to explore offering a diploma in Societies in Transition for international students who wish to obtain additional qualifications that will enable them to pursue employment in the non-profit, public service, and development sectors or to pursue graduate studies in Canada. This program will provide students with an existing background in legal, environmental, sustainability or development studies an interdisciplinary pathway to extend their training in Canada.

## CONCLUSIONS/RECOMMENDATIONS/NEXT STEPS – PLEASE ADD CONCLUDING SUMMARY REGARDING NEXT STEPS

Now that the CWAG is becoming operational the Department has begun the process of making this space the central hub of the History program, both in terms of the student experience but also community/alumni relations and fundraising. We are confident that the CWAG will be an effective focal point for our program—a welcoming space for current students to interact with each other and faculty while completing coursework and/or research; an outward-facing venue to engage the larger community; and a tangible facility that alumni and other donors can support financially. We will need the support of Recruiting, Marketing, and the Alumni Office to make this a reality.

We recognize that all of this is only possible if we have a degree program that attracts students. The issues facing the Department are not unique, but that does not negate the need for self-reflection and revision. We will continue to assess our programs' structures and content as we plan for the future.

Section	Page Number	Changes/Revisions reflected in Red The changes/revisions were conducted to make the document more streamline and legible.
Purpose of Policy	3	Acronyms added: <ul style="list-style-type: none"> <li>• ARCC – Academic Regulations and Curriculum Committee</li> <li>• IRC – Internal Review Committee</li> </ul>
Provision of Support	8	Removed bold to definition under Registrar’s Office
1 – Cyclical Program Review	12 13 (Chart) 14        20 21	1.4 – Relationship with Accreditation Processes <ul style="list-style-type: none"> <li>• <i>Removed strike through – <del>these</del></i></li> </ul> Step 3 – added: <i>Forming an Internal Review Committee</i> Step 3 added: <i>Establish an Internal Review Committee (IRC) to prepare the self-study document based on broad consultation with faculty, students and staff and to respond to the external reviewer report based on input from the academic unit. The IRC will select its Chair. The composition of the IRC will consist of a minimum of one faculty member from the program under review, a faculty member from another program who is at arm’s length from the program under review, and one upper-year student and one student from first or second year who are majoring in the program under review.</i> Step 11 – last line <ul style="list-style-type: none"> <li>• <i>Removed and to the Office of the Provost</i></li> </ul> Step 13 – added the following to 1 <sup>st</sup> para, second sentence <ul style="list-style-type: none"> <li>• <i>An Executive Summary of the</i></li> </ul> 2 <sup>nd</sup> para, 1 <sup>st</sup> sentence <ul style="list-style-type: none"> <li>• <i>The Final Assessment Report/Executive Summary</i></li> </ul> Step 14 – last bullet <ul style="list-style-type: none"> <li>• <i>An Executive Summary and Implementation Plan becomes the public document and is posted to the University’s website. The Executive Summary will not contain any confidential and/or personal information. Academic units are not required to post the FAR or Executive Summary on their own websites.</i></li> </ul>
2 – New Program Approval Protocol	26 (Chart) 28 28 29 31 31	Step 13 added: <ul style="list-style-type: none"> <li>• <i>Ministry of Colleges and Universities</i></li> </ul> Step 2(f) spelled out ARCC <ul style="list-style-type: none"> <li>• <i>Academic Regulations and Curriculum Committee</i></li> </ul> Step 3 – last line added <ul style="list-style-type: none"> <li>• <i>to the Office of the Provost for distribution to AQAPC.</i></li> </ul> Step 5 – last line added <ul style="list-style-type: none"> <li>• <i>for distribution to AQAPC</i></li> </ul> Step 8 – 1 <sup>st</sup> sentence added <ul style="list-style-type: none"> <li>• <i>using the External Reviewers’ Report provided by the Office of the Provost.</i></li> </ul> Step 8(b) – 1 <sup>st</sup> sentence

	32/33	<ul style="list-style-type: none"> <li>submitted electronically to the <i>Office of the Provost</i> no later than one month from the date of the visit (<i>on-site, virtually or desk</i>)</li> </ul>
	32/22	Step 13 – 1 <sup>st</sup> sentence added
	33	<ul style="list-style-type: none"> <li><i>The submission to the Quality Council will be a single, clearly bookmarked PDF file arranged in order required by the Quality Assurance Appraisal Committee (see the Quality Assurance Submission Checklist).</i></li> </ul>
	33	Step 13(a) – 1 <sup>st</sup> bullet added
	34	<ul style="list-style-type: none"> <li><i>Quality Assurance Submission Checklist</i></li> </ul>
	33	Step 13(b) – added
	34	<ul style="list-style-type: none"> <li><i>If approved by the Quality Council, the Office of the Provost will submit the approved proposal to the Ministry of Colleges and Universities for approval and program funding</i></li> </ul>
	33	Step 13(d) – last para, last line added
	34	<ul style="list-style-type: none"> <li><i>Quality Assurance Secretariate</i></li> </ul>
	34	Step 15(a) added
	34	<ul style="list-style-type: none"> <li><i>and the Ministry of Colleges and Universities</i></li> </ul>
	34	Step 15(b) – 1 <sup>st</sup> bullet – removed duplication and strike through
		<ul style="list-style-type: none"> <li>The Dean, in consultation with the Chair, Director or Program Coordinator, will provide a monitoring report <i>to the Office of the Provost for distribution</i> to AQAPC on a new degree program has been operating for <i>five</i> years.</li> </ul>
<b>4 – Major Modification Protocol (Program Renewal and Significant Change)</b>	39	4.5 – Submission Process for Major Modifications – 2 <sup>nd</sup> line <ul style="list-style-type: none"> <li><i>will submit a Letter of Intent to the Dean using the appropriate template. The Dean will present the LOI to the Provost for in-principle approval.</i></li> </ul>

**NIPISSING**  
U N I V E R S I T Y



**Nipissing University  
Institutional Quality Assurance Protocol (NU-IQAP)**

**Governing  
Cyclical Program Reviews, New Programs  
and  
Major Modifications (Program Renewal and Significant Change)**

Recommended to Senate  
by the Academic Quality Assurance and Planning Committee

Submitted to the Quality Council of the Council of Ontario Universities  
November 27, 2018  
Re-ratified April 26, 2019

Revised and submitted to Quality Council of the Council of Ontario Universities  
November 3, 2022  
Re-ratified May 5, 2023

## Purpose of Policy

Nipissing's Institutional Quality Assurance Policy (IQAP) governs the development of new programs and the review and revision of existing programs.

Quality assurance is a shared responsibility between the [Ontario Universities Council on Quality Assurance](#) (the Quality Council) and Ontario's universities. This collaboration ensures a culture of continuous improvement and supports a vision of a student-centred education. Quality assurance processes result in an educational system that is open, accountable, and transparent. Bringing Ontario's universities quality assurance practices into line with the latest international quality assurance standards facilitates greater international acceptance of an institute's degrees and improves graduate access to university programs and employment worldwide.

The Quality Council is the provincial body responsible for assuring the quality of degree programs/graduate diploma programs and the integrity of the universities' quality assurance processes as set by the [Quality Assurance Framework \(QAF\)](#). Every publicly assisted Ontario university that grants degrees and diplomas is responsible for ensuring the quality of its programs and for developing a policy that meets the requirements of this Framework.

Based on the [Quality Assurance Framework](#), Nipissing University has created a holistic and integrated approach to quality assurance that is built on the Guiding Principles that inform every aspect of quality assurance and provide broad terms of best practices. The most relevant Principles (4 of the 15) have been included here, as they best reflect the quality assurance processes at the university level, and support Nipissing's approach to continuous improvement.

- **Principle 1 – Experience of the Student**

The best interest of students is at the core of quality assurance activities. Quality assurance is ultimately about the centrality of the student experience in Ontario. It is about student achievement in programs that lead to a degree or diploma about ensuring the value of the university degree in Ontario, and of ensuring that our highly qualified graduates continue to be strong and innovative contributors to the well-being of Ontario's economy and society.

- **Principle 9 – Transparency**

The Quality Council operates in accordance with publicly communicated principles, policies, and procedures. Both the Quality Council's assessment process and the internal quality assurance process of individual institutions is open, transparent, and accountable, except as limited by constraints of laws and regulations for the protection of individuals.

- **Principle 13 – Continuous Monitoring and Quality Improvement**

Quality is not static, and continuous improvement should be a driver of quality assurance and be measurable. An important goal for quality assurance is to reach beyond merely demonstrating quality at a moment in time and to demonstrate ongoing and continuous quality improvement. The Quality Council is committed to sharing effective best practices in quality assurance to assist institutions in their quality improvement work.

- **Principle 14 – Expert Independent Peer Review**

Whether for new programs or cyclical review of existing programs, expert independent peer review is foundational to quality assurance.

The full set of Principles guide and inform all aspects of quality assurance while each Protocol includes a set of specific and detailed procedures that aligns with the Principles and best practices to ensure the ongoing improvement and enhancement of program offerings, specifically:

- To ensure that educational experiences of students are engaging and rigorous
- To actively monitor and review curriculum, to identify opportunities and develop plans for change, as necessary, to improve the student experience
- To meet evolving standards and measures of quality in the program and in response to the ongoing evolution of the discipline
- To focus on the continuous improvement of those facets of education that most directly impact academic experiences of students
- To ensure the continuing quality and relevance of programs to stakeholders, including the university, students, the public and the government

The IQAP and its associated Procedures establish the requirements and criteria for each of the Protocols and are in compliance with the [Quality Assurance Framework \(QAF\)](#) as developed by the [Ontario Council of Academic Vice Presidents \(OCAV\)](#) and have been adopted by the [Council of Ontario Universities \(COU\)](#).

Protocols governed by the IQAP include:

- [Cyclical Program Review – Section 1](#)
- [New Program Protocol - Section 2](#)
- [Expedited Approval Protocol - Section 3](#)
- [Major Modification Protocol \(Program Renewal and Significant Change\) – Section 4](#)
- [Audit Protocol – Section 5](#)

**Acronyms you may encounter in the document:**

ACC	Academic Curriculum Committee
AQAPC	Academic Quality Assurance and Planning Committee
ARCC	Academic Regulations and Curriculum Committee
COU	Council of Ontario Universities
DLEs	University Degree Level Expectations
FAR	Final Assessment Report
GDLEs	Graduate Degree Level Expectations
GSC	Graduate Studies Council
IQAP	Institutional Quality Assurance Policy
IP	Implementation Plan
IRC	Internal Review Committee
OCAV	Ontario Council of Academic Vice Presidents
OIPA	Office of Institutional Planning and Analysis
QAF	Quality Assurance Framework
UDLEs	Undergraduate Degree Level Expectations

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## **Scope and Purpose of Protocols**

### **Cyclical Program Review Protocol (CPR)**

The purpose of this protocol is to assess the quality of existing academic programs and identify ongoing improvements, resulting in Final Assessment Report (FAR) and an Implementation Plan (IP) that will become the basis of a continuous improvement process through the monitoring of key performance indicators. Cyclical program review is a self-regulatory process subject to periodic audit by the Quality Council.

- All existing undergraduate degree programs, graduate degree programs, and for-credit graduate diploma programs will be subject to a periodic Cyclical Program Review conducted at a minimum once every eight years. The Office of the Provost may request a review prior to the eighth year.
- Programs that have been closed or for which admission has been suspended are out of the scope of this review.
- Cyclical Program Review is a self-regulatory process subject to periodic audit by the Quality Council with the express purpose of assessing the quality of existing academic programs and identifying ongoing improvements.

### **New Program Protocol**

The purpose of this protocol is to ensure that new academic programs are developed using internationally accepted practices and are based on the Degree Level Expectations that identify expectations of performance by graduates at a specified level of learning, e.g., Bachelor, Master and Doctoral.

- This protocol applies to new undergraduate and new graduate programs whether offered by one institution or jointly with another institution.
- New degree programs require approval by the Quality Council.

### **Expedited Approval Protocol**

The purpose of this protocol is to enable universities to secure approvals more efficiently for changes that are considered less wide-ranging than new programs and do not require an external review.

- The scope of this protocol will apply to new for-credit graduate diplomas (Types 2 and 3), major modifications that may require Quality Council approval, as well as the creation of a new standalone degree from an existing field in a graduate program.
- Final approval for this protocol rests with the Quality Council Appraisal Committee

### **Major Modification Protocol**

The purpose of this protocol is to allow for timely program renewal of existing programs on an ongoing and continuous basis. Academic units are encouraged to actively evaluate and identify revisions and modifications to curriculum and experiences that can be implemented at the University level. Major modifications will be reported annually to Quality Council.

- The scope of this protocol will include significant changes made to existing programs that are considered less than a new program and greater than a minor modification.
- The Provost will be the final arbiter in determining if a major modification should be considered a new program.

### **Audit Protocol**

The purpose of the Audit, to be conducted by the Quality Council once every eight (8) years, is to ensure transparency and accountability in the development and review of academic programs, and to assure stakeholders (students, citizens, and the government) of the international standards of Nipissing's quality assurance processes.

- This protocol will monitor the extent to which the University has improved/enhanced its quality assurance processes and practices, created an ethos of continuous improvement, and developed a



culture that supports program-level learning outcomes and student-centered learning.

- The Audit will include an evaluation of past and current practices, a review of institutional changes made in policy, procedures, and practices in response to recommendations from the previous audit, confirmation that university's practices comply with its ratified IQAP and a review of the university's approach to continuous improvement of programs.

## Responsibilities and Supports

### **Provost and Vice President, Academic (Provost)**

The Provost and Vice President, Academic (from here on in referred to as Provost) is the administrative authority responsible for the University's quality assurance policy and procedures and serves as Nipissing's authoritative contact with the Quality Council. The Provost is the arbiter in deciding whether a proposal constitutes a new program or a major modification. The Office of the Provost supports the day-to-day workings of the processes governed by the IQAP.

### **Deans**

The Deans are responsible for the following:

- **For Cyclical Review** – ensures that Chairs/Directors or academic units, scheduled to undergo cyclical program review, understand their roles and responsibilities; sign off on the Self-Study and Appendices; consult with the Office of Provost on the ranking of external reviewers; provide a Decanal Response to the External Reviewers' Report and Departmental Response; consult on the Implementation Plan; and, ensure academic units are considering and acting on the recommendations requiring action. The Dean will be responsible for ensuring that the academic unit submits the follow-up Monitoring Report in accordance with the deadline provided in the Final Assessment Report
- **For New Programs** – provide guidance and support for the development of new program proposals; ensure broad consultation (with interested parties including faculty, academic units and decanal councils); approval of budgets and proposed resources, review and sign-off on the Program Proposal and Appendices; consult with the Office of the Provost on the ranking of external reviewers; and completion and submission of Monitoring Reports.

### **Academic Units**

Academic Unit refers to a department or a school. Reference to a 'Chair of a department' in this policy is taken to include a Chair or Director of an undergraduate or graduate program, department or a school. Academic units will be responsible for the following:

- **For Cyclical Review** – Academic Units will be responsible for: writing the Self-Study and Appendices for degree programs/diplomas under their responsibility for cyclical program; nominating external reviewers, participating in the site visit; responding to the External Reviewers' Report; implementing and reporting on recommendations identified for action in the Implementation Plan of the Final Assessment Report; and providing a Monitoring Report.
- **For New Programs** – Academic units are often the proponents of new academic programming and are significantly involved in the development and consultation processes for new program proposals.

### **Provost's Council (PC)**

PC is the senior administrative committee that reviews and approves initial proposals for, major modifications and new programs.

### **Registrar's Office (RO)**

The Registrar's Office provides the first stage of consultation to ensure major and minor modifications and new degree programs follow the university degree structures.

## **Senate**

Senate is responsible for:

- approving the Institutional Quality Assurance Policy and any subsequent revisions,
- approving new degree programs, new graduate diplomas, major modifications to existing programs.

Senate receives:

- information on Final Assessment Reports on Cyclical Program Reviews,
- notification that the cyclical review process is completed,
- notification that Monitoring Reports for new programs have been reviewed and accepted by AQAPC.

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

AQAPC, a committee of Senate, is responsible for long-range academic planning, including quality assurance, in accordance with the overall academic objectives of the University and or making recommendations to Senate as necessary and appropriate. AQAPC reviews and recommends for approval to Senate all new degree programs and graduate diplomas. AQAPC – (1) initial review of program proposals prior to external review; (2) final review and approval of program documentation following external review and makes recommendations to Senate; and (3) review of Monitoring Reports. AQAPC is also responsible for recommending to Senate the termination of an existing degree program.

## **Provision of Support**

### **Teaching Hub (TH)**

The Teaching Hub provides workshops and consultations to academic units to assist in the articulation of program objectives, program-level learning outcomes and mapping of curricula against degree level expectations.

### **Registrar's Office**

The Registrar's Office provides support to academic units to ensure adherence to program and degree structures.

### **Deans**

The Deans are responsible for the following:

- **For Cyclical Review** – provides guidance and support to academic units undergoing a cyclical review; consults with academic units on recommendations identified for action and ensures that recommendations are being carried out prior to submission of the Implementation Plan.
- **For New Programs** – provides guidance and support for the development of new programs.

### **Finance Office**

At the request of the Academic Unit, the Dean(s) or Provost, the Associate Vice President Finance will review and consult on budgets for new program proposals.

### **Library**

The Library will provide a Statement of Support for new degree programs and for degree programs undergoing cyclical review. The Office of the Provost will provide the University Librarian with a list of programs coming up for cyclical review.

### **Office of Institutional Planning and Analysis (OIPA)**

- **For Cyclical Review:** OIPA collects, aggregates, and distributes institutional data to assist undergraduate academic units in writing their Self-Studies, including but not limited to enrolment, retention and graduation data as well facilitating current student and alumni surveys. This ensures data being used for

the Self-Studies are both accurate and consistent across university degree programs. Programs are responsible for providing an analysis of the data. OIPA will aim to provide data by the beginning of May of the spring that academic units are preparing their Self-Studies. The Office of the Provost will notify OIPA of upcoming reviews.

- **For New Programs:** At the request of the Academic Unit for new programs, OIPA will review and consult on budgets for new program proposals.

### **Research Office**

At the request of the Office of the Provost or the Academic Unit, the Office of Graduate Studies and Research will provide information on faculty and related research funding.

### **School of Graduate Studies**

- **For Cyclical Review of Graduate Programs:** the School of Graduate Studies will provide relevant graduate data, including but not limited to enrolment and retention, for graduate programs coming up for cyclical program review. This ensures data being used for the Self-Studies are both accurate and consistent across university degree programs. Programs will be responsible for providing an analysis of the data. The Office of the Provost will notify the School of upcoming reviews.

### **Templates**

The Office of the Provost develops and posts templates that, where appropriate, clearly reflect the Evaluation Criteria outlined in the QAF. Available templates will include the following:

- **For Cyclical Reviews:** Self-Study, Nomination of External Reviewers, External Reviewers' Report, Monitoring Reports
- **For New Degree Programs:** Program Proposal, Nomination of External Reviewers, External Reviewers' Report, Monitoring Reports

### **Workshop**

Each fall, the Office of the Provost holds a workshop for academic units who will undergo a cyclical review in the following year. Normally chairs/directors will attend the workshop. Deans may also attend. The workshop provides an overview of the cyclical review process and guidance in completing the self-study and appendices.

## **Section 1 – Cyclical Program Review Protocol**

### **1.1 Prelude**

Periodic cyclical reviews will be conducted of all undergraduate and graduate degree programs, as well as for-credit graduate diploma programs. Undergraduate and related graduate degree programs will be reviewed concurrently, as determined by the unit, but will appear separately on the schedule of reviews. Programs that have been closed or have had admissions suspended will not be part of the cyclical review process.

The Review will look closely at the key performance indicators including:

- performance by graduates at specified levels of learning (DLEs);
- clearly identified program objectives,
- articulation of program-level learning outcomes
- student achievement of the learning outcomes.

Specifically, the cyclical review process will look at the program's approach to and plans for continuous improvement of the program to ensure that educational experiences offered to students are engaging and rigorous, and that plans for monitoring the program are sufficient to ensure continuous improvement.

Continuous improvement factors significantly in the Cyclical Program Review Protocol, therefore, those facets of education that most directly impact the academic experiences of students will be considered.

- The Self-Study and External Reviewers' Reports will provide internal and external perspectives on the program's objectives, program-level learning outcomes and graduate outcomes.
- Degree level expectations, combined with the expert judgment of external disciplinary scholars, will provide the benchmarks for assessing a program's standards and quality.
- The internal response to the external report will identify changes required to maintain the quality of the academic programs and will be identified through the Final Assessment Report (FAR) and associated Implementation Plan (IP).

Broad Outcomes of the Cyclical Program Review will include recommendations:

- to ensure the continuous improvement of the program
- to provide information to help make decisions for improvements or enhancements
- to provide benchmarks for assessing program's standards and quality
- to ensure that curriculum remains relevant, current and effective
- to provide assurance of quality to students, partners and government

The key outcomes in this process will be the Final Assessment Report (FAR) and the Implementation Plan (IP), both of which will become the basis of a continuous improvement process through the monitoring of key performance indicators.

The FAR provides an institutional synthesis of the external evaluation of the program and strategies for continuous improvement, and:

- identifies significant strengths of the program;
- identifies opportunities for further program improvement and enhancement with a view towards continuous improvement;
- lists all recommendations of the external reviewers, separate internal responses and assessments
- includes any additional recommendations requiring action
- identifies who is responsible for approving the recommendations

The IP:

- sets out and prioritizes the recommendations that are selected for implementation
- identifies who is responsible for acting on the recommendations
- provides specific timelines for acting on and monitoring the implementation of the recommendation

## 1.2 Schedule of Reviews

The Office of the Provost establishes and maintains a Schedule of Review dates that consists of the university's full complement of undergraduate and graduate degree programs, as well as graduate diplomas. Each program must be reviewed every eight years. The Office of the Provost may request a review prior to the eighth year. New programs will be subject to an interim monitoring process after the program's first enrolment (approximately in year 4) with the first cyclical review scheduled no more than 8 years from the first enrolment.

A master list of Nipissing's review schedule will be posted to the website of the Office of the Provost. The list includes all independent offerings for each program. The plan identifies the academic unit responsible for each degree program, year of next review and year of previous review, if applicable.

**Note:** The Schedule of Reviews indicates the year in which the site visit will take place and academic units are expected to begin preparing review documentation in the academic year prior to the site visit.

**Undergraduate and related graduate programs.** Undergraduate and related graduate degree programs will be reviewed concurrently, as determined by the unit, and approved by the Provost and Dean, but will appear separately on the schedule of reviews.

**Multiple Locations and/or Modes of Delivery.** In cases where a degree program is delivered in more than one location with different faculty and resources or is offered through more than one mode of delivery, each distinct offering will occur on the master list of degree programs, though reviews of related degree programs will normally occur concurrently.

**Joint Programs with Other Institutions.** The University will work with other Quality Assurance offices to identify the date for review where a program is offered in partnership with another university and/or college, and with institutions federated and affiliated with the university.

## 1.3 Principal Components and Timelines

The Cyclical Program Review takes place over a three-to-five-year period and centres around five components.

### a) Principal Components

- **Self-Study** – a critical self-appraisal of the strengths and weaknesses and a plan for continuous improvement for the degree program from the perspective of members of the academic unit responsible for delivery of the degree program
- **External Reviewers' Report** – external evaluation of program quality by disciplinary/interdisciplinary experts including recommendations for the improvement of the degree program
- **Internal Responses by both the Program and Dean(s)** – provides internal perspective in response to External Reviewers' Report
- **Final Assessment Report and Implementation Plan** – institutional evaluation by AQAPC based on the review of the Self-Study, the External Reviewers' Report, and the Responses by the academic unit(s) and the Dean(s); will include a Summary and an Implementation Plan.
- **Monitoring Report** – follow-up reporting on the principal findings of the review and the implementation

of the recommendations. The academic unit will provide detailed reporting on each recommendation identified as requiring action.

**b) Timeline:**

- Year 1– Preparation of Self-Study and Appendices (in academic year prior to site visit)
- Year 2– Site Visit (takes place in academic year indicated on Schedule of Reviews) and External Reviewers’ Report submission
- Year 2– Program and Decanal Responses (prepared in response to External Reviewers’ Report)
- Year 2– Final Assessment Report and Implementation Plan
- Years 3-5 – Monitoring Report (academic unit will follow up on recommendations identified for action in Implementation Plan)

### **1.4 Relationship with Accreditation Processes**

In the case of programs which must also receive review by a professional accreditation body (e.g. Business, Nursing, Social Work, etc.), some review documents may be substituted for or added to those prescribed by this policy if all information required by the policy is contained and appended. The Provost will make a determination of the suitability of accreditation documents for the purposes of program review. In these cases, adaptations may be made for certain components of the program review process, but only when these elements are fully consistent with the requirements established in this Protocol.

A Record of Substitution or Addition (for elements of the CPR that are substituted or augmented with elements from an accreditation review, together with a description of the grounds on which such substitution/augmentation decisions were made), including rationales for each, must be kept and is subject to audit.

### **1.5 Joint Degree Programs**

In cases where a Nipissing degree program is offered jointly or in partnership with another institution, the Office of the Provost will work with the partner institution’s counterpart office to ensure that the requirements of both institutions’ quality assurance policies and procedures will be met in a way that avoids duplication and streamlines the process as much as possible. In cases where Nipissing’s processes are different from the partner institution, all efforts will be made to comply with the QAF.

Specifically:

- There will be a single Self-Study that will explain how input was received from faculty, staff and students at each partner institution.
- Each partner institution will be involved in nominating, selecting and ranking of external reviewers.
- Each partner institution may include an internal representative that will participate in the site visit with the external reviewers.
- Site visits will include all partner universities and, at least where partners are institutions in Ontario, will include all sites.
- There will be a single Response to the External Reviewers’ Report, prepared jointly by members of the academic units of each partner institution. There will be a single Decanal Response prepared jointly by the Deans of each partner institution.
- There will be a single Final Assessment Report (FAR) and an Implementation Plan (IP).
- The FAR will be subject to the governance processes at each partner institution and will require approval by both institutions.
- Partner institutions will agree on an appropriate monitoring process for the Implementation Plan.
- The FAR and the Implementation Plan will be posted on the websites of affiliated institutions.

## 1.6 Steps in the Cyclical Program Review Process

Site visits will be conducted in the fall or the winter. The timing of the visit will determine the deadline for completing review documentation.

Date of Site Visit	External Reviewer Nomination	Completion of Self-Study & Appendices	
	To Dean & Office of Provost	To Dean	To Office of Provost
Fall (Sept – Dec)	March 1	August 1	September 1
Winter (Jan – Mar)	May 1	October 1	November 1
Steps	Description	Documentation Required for Auditing Purposes	Responsibility
Step 1	Notification of Cyclical Program Review	<ul style="list-style-type: none"> <li>Notification Letter</li> </ul>	Provost's Office
Step 2	Workshop/Orientation Session	<ul style="list-style-type: none"> <li>Agenda</li> <li>Presentation</li> </ul>	Provost's Office
Step 3	Preparation and Collection of Data for Self-Study & Appendices <ul style="list-style-type: none"> <li>Establish an Internal Review Committee (IRC)</li> <li>Review/revision of Program Objectives, Program-Level Learning Outcomes, Curriculum Mapping</li> <li>Conduct surveys of current students and alumni</li> <li>Collect and compile Course Syllabuses and Curriculum Vitae</li> <li>Receive Data from OIPA/Grad Office/Research Office and Library Statement of Support</li> <li>Analyse Data</li> </ul>		Academic Unit
Step 4	Nomination, Ranking and Selection of External Reviewers <ul style="list-style-type: none"> <li>Nomination and Ranking</li> <li>Letters of Invitation</li> </ul>	<ul style="list-style-type: none"> <li>Nomination Form</li> <li>Letter of Invitation</li> </ul>	<ul style="list-style-type: none"> <li>Academic Unit</li> <li>Provost's Office</li> </ul>
Step 5	Role and Selection of Internal Representative (optional)	<ul style="list-style-type: none"> <li>No Documentation</li> </ul>	Provost's Office
Step 6	Writing and Completion of Self-Study using Template	<ul style="list-style-type: none"> <li>Self-Study and Appendices</li> </ul>	Academic Unit
Step 7	Dean Sign-Off on Self-Study and Appendices	<ul style="list-style-type: none"> <li>Signature on Self-Study (included with Step 6 documentation)</li> </ul>	Dean
Step 8	AQAPC Reviews Self-Study and Appendices	<ul style="list-style-type: none"> <li>Compliance Checklist</li> </ul>	Provost's Office



Step 9	Site (Virtual) Visit and Instructions	<ul style="list-style-type: none"> <li>• Site (Virtual) Visit Schedule</li> <li>• Reviewer Instructions</li> </ul>	Provost's Office
Step 10	External Reviewers' Report	<ul style="list-style-type: none"> <li>• External Reviewers' Report</li> </ul>	External Reviewers
Step 11	Program Response to External Reviewers' Report	<ul style="list-style-type: none"> <li>• Program Response</li> </ul>	Academic Unit
Step 12	Decanal Response to External Reviewers' Report	<ul style="list-style-type: none"> <li>• Decanal Response</li> </ul>	Dean
Step 13	Development of Final Assessment Report and the Implementation Plan to be shared with the Dean and the unit prior to distribution	<ul style="list-style-type: none"> <li>• FAR</li> <li>• IP</li> </ul>	Provost
Step 14	FAR Approval and Distribution	<ul style="list-style-type: none"> <li>• FAR with Provost's Signature</li> <li>• QC Letter of Review</li> </ul>	Provost's Office
Step 15	Monitoring Report by Academic Units <i>(Completed 2 years after site visit)</i>	<ul style="list-style-type: none"> <li>• Monitoring Report</li> </ul>	Academic Unit
Step 16	Dean Signs Off Monitoring Report	<ul style="list-style-type: none"> <li>• Signature on Monitoring Report (included with Step 15 documentation)</li> </ul>	Dean
Step 17	AQAPC Reviews Monitoring Report	<ul style="list-style-type: none"> <li>• AQAPC Minutes</li> </ul>	Provost's Office
Step 18	Notification that the Review is Complete	<ul style="list-style-type: none"> <li>• Letter of Completion</li> </ul>	Provost's Office

### Step 1 – Notification of Cyclical Program Review

In the academic year prior to site visit, the Office of Provost notifies the academic units of degree programs that will be reviewed in the following year. This notification will specifically indicate distinct offerings for each program.

### Step 2 – Workshop/Orientation Session

The Provost's Office organizes workshop(s) for academic units to review cyclical review process and required steps to complete self-study and appendices.

### Step 3 – Preparation & Collection of Data for Self-Study & Appendices

Establish an Internal Review Committee (IRC) to prepare the self-study document. The role of the IRC is to prepare the self-study document based on broad consultation with faculty, students and staff and to respond to the external reviewer report based on input from the academic unit. The IRC will select its Chair. The composition of the IRC will consist of a minimum of one faculty member from the program under review, a faculty member from another program who is at arm's length from the program under review, and one upper-year student and one student from first or second year who are majoring in the program under review.

In the academic year prior to the site visit, the academic unit will:

- Develop/review/revise Program Objectives, Program-Level Learning Outcomes, Curriculum Mapping

- Conduct surveys of current students and alumni
- Collect and compile Course Syllabi and Curriculum Vitae
- Receive data from OIPA, Grad Studies, Office of Research
- Receive Library Statement of Support
- Begin/complete analysis of data

A number of supports are available to assist academic units in the preparation and completion of cyclical review documentation. See [Provision of Support](#)

#### Step 4 – Nomination, Ranking and Selection of External Reviewers

- For Fall site visits (September to December) – Nomination Form due March 1<sup>st</sup>
- For Winter site visits (January to March) – Nomination Form due May 1st

#### Number of Reviewers Required

Degree Program	External Reviewers
Undergraduate	2 reviewers
Graduate	2 reviewers
Concurrent Undergraduate and Graduate	2-3 reviewers

#### a) Qualifications of External Reviewers

- Be Associate or Full Professors
- Have suitable disciplinary expertise, qualifications, and experience in developing, assessing and/or managing degree programs
- Have combined professional experience to cover the majority areas of study and/or fields of expertise
- At least one of the reviewers will have expertise in teaching and learning – content and program delivery, assessment/evaluation, curriculum mapping, and learning outcomes
- In the case of graduate degree programs, have experience with graduate teaching and supervision
- Be at arm’s length.

#### b) Arm’s Length Requirement

An arm’s length peer reviewer is an external disciplinary expert who has not been a supervisor, collaborator, departmental colleague (past or present) or co-author of faculty members in the previous six years, and who does not have personal connections with members of the academic unit or:

- Be a close friend or relative of a member of the Academic Unit or of someone with whom the Academic Unit has consulted
- Have been a supervisor within the past six years of a member of any academic unit involved in the development of the proposal for the program being reviewed
- Have been a student within the past six years in any academic unit involved in the development of the proposal for the program being reviewed, or
- Have received an undergraduate or a graduate degree from Nipissing in the past six years.

#### c) Process

The Office of the Provost will notify academic units of the deadline for submission of Nominations of External Reviewers. Members of the academic unit are not to contact possible external reviewers for any reason. The academic unit will complete the Nomination of External Reviewers’ template that includes the names and required information of no fewer than six qualified persons who they are nominating to serve as external reviewers, all of whom are to be at arm’s length.

- If there are **two or more distinct areas of study** within the degree program(s) to be reviewed, all efforts will be made to ensure a balance of external reviewers with the required expertise. Areas of expertise should be clearly identified for each nominated external reviewer.
- In the case of a **concurrent review of an undergraduate degree program(s) and a related graduate degree program(s)**, nominated external reviewers should be qualified by discipline and experience to review both program levels.
- In the case of **joint programs**, the list of External Reviewers will be developed jointly with the partner institution(s).

The completed **Nomination of External Reviewers' form** will be sent to the Dean(s). On behalf of the Academic Unit, the Dean(s) will submit the Nominations of External Reviewers to the Office of the Provost.

#### **d) Ranking of External Reviewers**

The Office of the Provost will develop a ranked list of nominated external reviewers. In the case of degree programs to be offered jointly with another institution, the Office of the Provost will develop a ranked list of External Reviewer(s) in consultation with the partner institution.

#### **e) Invitation to External Reviewers**

The Office of the Provost will contact the proposed reviewers in ranked order.

### **Step 5 – Role and Selection of Internal Representative (optional)**

The inclusion of an internal representative will be optional and whether to have an internal will be determined by the Office of the Provost in consultation with the Dean(s).

#### **a) Role of Internal Representative (Optional)**

Using his/her knowledge of institutional practices and culture, the internal faculty representative facilitates the work of the External Reviewers during the site visit. The internal representative accompanies the external reviewers throughout the site visit and attends meetings with the Dean(s), Chair(s) and/or Director(s), faculty, students, and staff. The internal representative does not participate in the writing of the External Reviewer Report, except to answer questions, as appropriate.

#### **b) Process**

The Dean(s) under whose authority the degree program(s) is being delivered will provide a list of potential faculty members from within the appropriate division. Based on previous experience and past practice, the University has determined that the internal should be from within the same decanal division and not from the academic unit whose program is being reviewed.

#### **c) Joint Program**

The selection of an internal faculty member requires joint input and may include one internal member from each partner institution, or preference may be given to an internal member from another academic unit offering a joint program, preferably with the same partner institution.

An additional member, appropriately qualified and experienced, may be assigned from industry or the professions at the discretion of the Provost, in consultation with the Dean.

### **Step 6 – Writing and Completion of Self-Study Using Template**

The academic unit(s) responsible for a program(s) under review will prepare a Self-Study using the Self-Study

template and data collected in Step 3. The template is designed to incorporate all Evaluation Criteria as outlined in [Appendix A](#).

#### **a) Writing of Self-Study – Participation and Involvement**

The Self-Study will describe extent of participation of faculty, staff and students. Indicate how the Self-Study was written, including how the views of faculty, staff, and students were obtained. All faculty in the program(s) being reviewed should be involved in the writing and/or review of the Self-Study and Appendices; this includes partnering institutions; academic units that share responsibility for the program, and faculty from all degree programs where multiple degree programs are being reviewed. The Self-Study document may include the views of others deemed to be relevant, including staff, students, graduates of the degree program(s), representatives of industry, related professions, and practical training programs, and employers, as appropriate. In the case of professional programs, the views of employers and professional associations should be solicited through surveys and be incorporated into the review. The views of staff and students will be considered in the process of writing the self-study.

#### **b) Components of Self-Study**

The Self-Study will:

- Be broad-based, reflective, forward-looking
- Address how continuous improvement has been incorporated into processes and practices to improve/enhance student experience and program quality
- Be a critical analysis of each degree program being reviewed; an assessment of program strengths; and opportunities to improve and enhance the program
- For the first Cyclical Review of a new program, include steps taken to address any issues/items flagged in the Monitoring Report for follow-up and items identified for follow-up by the Quality Council during the approval process
- Describe how concerns and recommendations raised in previous reviews have since been addressed, specifically those marked for follow-up in the FAR, the Implementation Plan and subsequent Monitoring Reports.
- Address each of the required Evaluation Criteria as outlined in [Appendix A](#)
- Include program-related data and measures of performance, including applicable provincial, national and professional standards (where available)
- Identify any unique curriculum or program innovations, creative components or significant high impact practices.
- Describe areas that the program's faculty, staff and /or students have identified as requiring improvement, or as holding promise for enhancement and/or opportunities for curricular change
- Assess the adequacy of all relevant services and supports that directly contribute to the academic quality of each program under review

#### **c) University Priorities**

Academic units may reflect on University priorities, commenting on the following initiatives and how each is integrated into or reflected in the offering of the program: through program objectives, program-level learning outcomes, curriculum, program delivery, instruction and/or student recruitment:

- Indigenization
- Equity, Diversity and Inclusion
- Anti-Racism

#### **d) Multiple Programs Being Reviewed**

In cases where multiple programs are being reviewed, academic units will discuss with the Office of the Provost

whether one or more self-studies should be developed. In cases where multiple programs are being presented in one self-study, the self-study will:

- Review and clearly identify and discuss each distinctive offering (e.g., mode of delivery) of the program throughout the self-study template
- Explicitly address quality of each program and learning environment of students in each program
- Identify the program objectives, program-level learning outcomes, and complete curriculum mapping for each degree program.

### Step 7 – Dean Sign-Off on Self-Study and Appendices

The Self-Study and Appendices will be submitted to the Dean(s) for review. Where the head of an academic unit whose program(s) is being reviewed is a Dean, the Self-Study and Appendices will be submitted directly to the Office of the Provost.

The Dean(s) will provide feedback and facilitate improvements. When the Dean(s) is satisfied that the documentation is complete and accurate, they will sign off on the document and submit it to the Office of the Provost for distribution to AQAPC.

### Step 8 – AQAPC Reviews Self-Study and Appendices

The AQAPC is responsible for ensuring the self-study and appendices address all the evaluation criteria for the program review. Two members, outside of the academic unit being reviewed, will review the Self-Study and Appendices, and complete the compliance checklist provided by the Office of the Provost. The applicable Dean(s) typically attend the AQAPC meeting. AQAPC will either approve the documentation or advise the unit of revisions to be considered. The academic unit will be given the opportunity to make revisions prior to distribution to the External Reviewers. Once revisions are completed, the documentation is ready to be distributed to the External Reviewers.

### Step 9 – Site Visit and Instructions

Once the Self-Study has been approved by AQAPC, it is ready for external review.

#### a) On-Site or Virtual Site Visit

- External review of a new doctoral program will incorporate an on-site visit.
- External review of a new undergraduate program proposal will normally be conducted on-site, except when the Provost (or delegate) may propose that the review be conducted by desk review, virtual site visit, or equivalent method if the external reviewers are satisfied that the off-site option is acceptable;
- External review of a new master's program proposal will normally be conducted on-site, but certain new master's program's (e.g., professional master's programs) may be conducted by desk review, virtual site visit, or equivalent method if both the Provost (or delegate) and external reviewers are satisfied that the off-site option is acceptable. An on-site visit is required for all other proposed master's programs.

#### b) Site Visit Schedule

The Office of the Provost will oversee the arrangements for the in-person or virtual site visit. An in-person site

visit will normally be scheduled for two to three consecutive days. A virtual site visit may be scheduled over a longer period of time. The Office of the Provost will assist with travel and accommodation arrangements.

The Office of the Provost will draft the schedule for the site visit in consultation with the academic unit. External reviewers will typically meet with the Provost, relevant Dean(s), Chair(s)/Directors(s), faculty, and students. An in-person site visit may include a tour of facilities and the library. The Office of the Provost has final approval of the schedule.

### **c) Documentation to Share with External Reviewers**

The Office of the Provost will provide External Reviewers and the internal representative (optional) with review documentation.

Documentation will include:

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

### **d) Pre-Meeting** (For both in-person and virtual site visits)

A pre-meeting of the external reviewers and the internal representative (optional) will be scheduled to provide guidance and direction. The Office of the Provost will review the instructions with the external reviewers, explain their roles and obligations, and respond to any questions related to documentation, process, and the final report.

Reviewers will be asked to recognize the University's autonomy to determine priorities for funding, space, and faculty allocation and respect the confidentiality of all aspects of the review process. The external reviewer(s) will also be invited to contact the Office of the Provost should any questions arise during the review process.

## **Step 10 – External Reviewers' Report**

**Timing:** One month following site visit

The External Reviewers will submit one joint report, using the Template provided, to the Office of the Provost. The preference is for one report with a distinct set of recommendations for each program under review. There may be situations, as determined by the Office of the Provost, where separate reports may be submitted.

a) **Preliminary Feedback.** The External Reviewers will provide preliminary oral feedback to the Provost (or designate) before the conclusion of the site visit.

b) **Substance of Report.** The Report will:

- Address the substance (clarity and completeness) of the Self-Study.
- Address all required Evaluation Criteria as specified in [Appendix A](#).
- Address the quality of each academic program and the learning environment of the students for each distinct program being reviewed in the Self-Study.
- Describe the program's strengths. Identify and commend distinctive attributes of each discrete program (i.e., multiple campuses, online), identify any notable strong and creative and/or clearly

innovative aspects. Provide evidence of any significant innovation or creativity in the content and/or delivery of the program relative to other such programs.

- Describe areas for improvement and opportunities for enhancement – include at least three (3) recommendations for specific steps that will lead to the continuous improvement of the program, distinguishing between those the program can act upon and those that require external action.
- Respect the confidentiality required for all aspects of the review process.
- Recognize the university's autonomy to determine priorities for funding, space and faculty allocation. Recommendations related to resources, specifically faculty and space requirements must be directly linked to issues of program quality and/or sustainability.

- c) **Special Instructions.** In addition, External Reviewers may be asked to respond to any additional questions from the Provost/Dean(s) in their final report. Such instruction may include a request to respond to:
- Issues of special concern identified for the degree program(s) under review, for example, appropriateness of the curriculum, breadth of the curriculum, enrolment levels, recruitment, quality of the permanent or limited-term faculty, adequacy of staffing, space or equipment, program-specific library resources, etc.; and/or
  - Concerns and/or recommendations raised in previous external reviews
  - For initial reviews, issues identified in the 'Notes' from the Quality Council's approval letter
- d) **Submission of Report.** The Report(s) should be submitted electronically to the Provost no later than one month from the date of the site visit or desk audit. The Report should be complete and comprehensive (see Step 10b), and specifically include a minimum of three distinct recommendations for specific steps that will lead to the continuous improvement of each distinct program under review.

Upon receipt of the External Reviewers' Report, the Report will be reviewed by the Office of the Provost to ensure that it provides a comprehensive assessment of the degree program(s). If the Report is not satisfactory, the Office of the Provost, in consultation with the Dean(s) will identify any gaps and request additional information from the External Reviewers.

e) **Distribution of Report**

Once the Report is deemed satisfactory, the Office of the Provost will distribute the External Reviewers' Report to the Chair/Director of the academic unit. The External Reviewers' Report is considered a confidential document and will be distributed to the Chair/Director. Where appropriate, any confidential and/or sensitive information will be redacted prior to distribution. Confidential/sensitive information will be discussed with the Dean, and any action taken will be determined in consultation with the Office of the Provost.

### Step 11 – Program Response to External Reviewers' Report

**Timing:** One month from date of request from Office of Provost

The Office of the Provost will ask the Chair/Director to provide a Response from their academic unit to the External Reviewers' Report and specifically to the Report's recommendations. The Chair/Director will consult with members of the academic unit in finalizing a Response. The Response will be submitted to their Dean within one month of the request.

### Step 12 – Decanal Response to External Reviewers' Report and Program Response

**Timing:** One month from receiving response from academic unit

After receipt of the Response by the academic unit, the Dean(s) will provide a written Response within one month, responding to the plans/recommendations proposed in the External Reviewers' Report, and the Program's Response. The Dean will respond to each of the recommendations identified in the External Reviewers' Report, specifically addressing:

- Any changes in curriculum, program organization, policy or governance necessary to meet the recommendations.
- Any resources, financial and otherwise, that will be provided to support the implementation of those recommendations requiring resources; and
- A proposed timeline for the implementation of any recommendations.

***Exception to Decanal Response:*** In cases where the Dean is the Divisional Head (e.g., Nursing, Education), a joint response will be prepared by the faculty and the Dean.

### Step 13 –Development of Final Assessment Report (FAR) & the Implementation Plan (IP)

**Timing:** Normally, six (6) months following site visit

The Office of the Provost will review the Self Study, External Reviewers' Report, Academic Unit and Decanal Responses and will develop and finalize the FAR and share it with the Dean and the unit prior to distribution. An Executive Summary of the Final Assessment Report will become the public document; therefore, it will not include any confidential or personal information.

The **Final Assessment Report / Executive Summary** will include the following:

- A clear and accountable synthesis of the outcome of the cyclical review and the plans to improve the program.
- A timeline for the key elements of the program's review process:
  - a. The timing of when the review was launched;
  - b. The date the self-study was submitted/approved;
  - c. The site visit dates;
  - d. When the external reviewers' report was received;
  - e. When the program's response was received; and
  - f. When the Dean's response was received.
- A summary of the groups and individuals (by role) met with during the (in person or virtual) site visit.
- A summary of the outcome(s) of the review, including:
  - a. That the Senate (or equivalent) QA Committee has approved the FAR and IP
  - b. When a monitoring report(s) is due
  - c. When the next Cyclical Review of the program is scheduled to take place, with an expected timing for the associated site visit (e.g., Fall of 2027)
- A summary of the program's strengths and opportunities for further improvement and enhancement.
- A summary of the number of recommendations received, potentially by theme.

The **Implementation Plan** will:

- Identify those recommendations needed to maintain the quality of the programs, and promotes the ongoing and continuous improvement of the program; this process will require looking at key performance indicators of the program
- Set out and prioritize the recommendations that are selected for implementation and/or action
- Identify appropriate timelines for acting on and monitoring the implementation of the recommendations



- Identify and explain the circumstances related to any recommendations that will not be implemented
- Identify who will be responsible for the timely implementation and monitoring of the recommendations (e.g., Dean(s), University Librarian, Chair of a department, Director of a graduate degree program)
- If applicable, identify the source(s) of any additional resources required to implement the recommendations (e.g., Provost, Dean)

Confidential information will be excluded from the FAR and will be documented separately; documentation will be shared with and handled in consultation with the appropriate Dean(s) and the Provost.

#### Step 14 – FAR Approval and Distribution

The Provost will approve the Final Assessment Report and the Office of the Provost will be responsible for the timely distribution of the Final Assessment Report to the following:

- Relevant Dean(s)
- Academic Unit (chairs/directors) to take responsibility and act on as appropriate (with confidential information removed)
- AQAPC for information
- Senate (for information, with confidential information removed)
- Quality Council for information
- Board of Governors for information
- An Executive Summary and Implementation Plan becomes the public document and is posted to the University’s website. The Executive Summary will not contain any confidential and/or personnel information. Academic units are not required to post the FAR or Executive Summary on their own websites.

#### Step 15 – Monitoring Report

**Timing:** Normally, two (2) years following approval of Final Assessment Report; a shorter or longer time may be recommended based on complexity of recommendations marked for action.

The Chair/Director will be responsible for executing the identified recommendations in consultation with the Dean(s). The Dean(s) will be responsible for ensuring that the academic unit implements the recommendations and submits the follow-up Monitoring Report in a timely manner. The Office of the Provost will remind academic units and Deans of upcoming deadlines.

#### Step 16 – Dean signs off Monitoring Report

The Dean will review Monitoring Report and sign off and forward to the Office of the Provost.

#### Step 17 – AQAPC reviews Monitoring Report

AQAPC reviews the Monitoring Report to ensure that the program has satisfactorily addressed the recommendations identified for action in the Implementation Plan. AQAPC may request additional information, and in some cases may require a follow-up report from the academic unit.

## Step 18 – Notification that Review is Complete

Once AQAPC accepts the Monitoring Report, the cyclical review for that degree program is completed, and is reported to: Chairs/Directors of reviewed degree programs, Dean(s) under whose authority the degree program(s) being reviewed is offered; and Senate (for information).

### 1.7 Publication of Documentation

#### a) Documents Subject to ‘Public Access’

The following documents will be posted publicly on the university’s website:

- Schedule of Reviews
- Final Assessment Reports (with Exec Summary and Implementation Plan)
- Monitoring Reports

#### b) Documents Not Subject to ‘Public Access’

Given the highly sensitive nature of the documentation used in the cyclical program review process, in which academic units and external reviewers are asked to be critical in their evaluations, the documents produced will be deemed confidential. Institutional failure to protect the confidentiality of the documents could seriously impair frank appraisal, discourage free flow of analytical information, and compromise the efficacy of the review process.

The following documents will be deemed to be confidential and therefore not subject to ‘public access’:

- Information made available in preparation for the Self-Study
- Specialized instructions to the External Reviewers
- Self-Study and Appendices
- External Reviewers’ Reports
- Internal Responses of the Academic Unit and Dean(s); a summary of the academic and decanal responses will be included in the Final Assessment Report, absent confidential information.

#### c) External Reporting

The Office of the Provost will submit an annual report to the Quality Council listing the past years completed FAR’s, IP’s and monitoring reports providing an attestation that all IQAP-required CPR processes have been followed. The report will include a link to Nipissing’s quality assurance web postings.

## **Section 2 – New Program Approval Protocol**

### **2.1 Prelude**

The development of new undergraduate and graduate programs will ensure that educational experiences are both engaging and rigorous. New programs will meet the degree level expectations, which are the academic standards of Ontario universities that identify expectations of performance by graduates at a specified level of learning, e.g., Honours, Master, and Doctoral.

The process will look closely at the key performance indicators including degree level expectations, program objectives, program-level learning outcomes, student achievement of learning outcomes, as well as the instructional and physical resources needed to achieve the program-level learning outcomes.

The program proposal will include a plan for the continuous improvement of the program, and the interim monitoring report will review and evaluate the program's success in realizing its objectives.

The monitoring of a new program is an essential element of continuous improvement, not only in the development of the program but also for the monitoring and continuous improvement of the program once the new program is running.

### **2.2 Approval Requirements and Timelines**

New degree programs and graduate diplomas must be approved by Nipissing University's Senate and by the Ontario Universities Council on Quality Assurance (Quality Council). The Office of the Provost manages the approval process for new program development and will direct and facilitate the process through the approval stages.

**a) Approval by Senate** – Following the internal procedures laid out below, the Chair of the Academic Quality Assurance and Planning (AQAPC) will submit a new program proposal to Senate for approval.

**b) Approval by the Quality Council** – The Office of the Provost will send Senate-approved proposals to the Quality Council for approval. Decisions on a proposed new degree program are normally received within 45 days of submission. When the Appraisal Committee of the Quality Council requires additional information, decisions will normally be made within a further 30 days of the Committee receiving a satisfactory response to its request. The Appraisal Committee will make a decision on Graduate Diplomas whereas new programs require the approval of Quality Council.

### **2.3 Intention to Offer New Programs and Offers of Admission**

**Intention to Offer New Program** – Subject to approval by the Provost, the University may publicly announce its intention to offer a new undergraduate or graduate degree program in advance of having received approval by the Quality Council. When such announcements are made in advance of Quality Council approval, they must contain the following statement: 'Prospective students are advised that the program is subject to formal approval' as per QAF 2.7 Public announcement of new programs.

**Offers of Admission** – Students cannot be admitted to a new degree program until notification of approval of the degree program has been received from the Quality Council.

## 2.4 Joint Degree Programs

In cases where a proposed new degree program will be offered jointly or in partnership with another institution, the Office of the Provost will work with the partner institution's counterpart office to streamline the process to meet requirements of both institutions' quality assurance policies and procedures and avoid duplication. In cases where Nipissing's processes are different from the partner institution, all efforts will be made to comply with the QAF.

Specifically:

- Representatives from each institution will be members of the Academic Unit.
- Each institution will be involved in the consultation and development of the Program Proposal.
- Each partner institution will be involved in nominating, selecting and ranking of external reviewers.
- Site visits will include all partner institutions, at least where partners are institutions in Ontario.
- There will be a coordinated single internal response by the Academic Unit to the External Reviewers' Report.

2.5 Steps	Description	Documentation Required for Auditing Purposes	Responsibility
Step 1	In-Principal Approval by Provost/Provost Council	• Letter of Intent	• Provost's Office
Step 2	Development of Full Program Proposal and Appendices using Template <ul style="list-style-type: none"> <li>• Consultation – faculty, academic units, Decanal Councils</li> <li>• Budget – in consultation with Dean(s) and Finance Office</li> <li>• Program Objectives, Program Level Learning Outcomes and Curriculum Mapping</li> <li>• New Course Development and Course Syllabuses Collection</li> <li>• CVs – Collection of Faculty CVs</li> <li>• Library – Statement of Support</li> </ul>	Program Proposal and Appendices	Academic Unit
Step 3	Dean Sign-Off on Program Proposal and Appendices	Dean Signature on Proposal	Dean
Step 4	<ul style="list-style-type: none"> <li>• Nomination, Ranking and Selection of External Reviewers</li> <li>• Nomination and Ranking</li> <li>• Letters of Invitation</li> </ul>	Nomination Form Letter of Invitation	Academic Unit Provost's Office
Step 5	<b>Stage 1</b> – ACC Review – of Program Proposal and Appendices	ACC Minutes/Report	Provost's Office
Step 6	<b>Stage II</b> – AQAPC Initial Review – of Program Proposal and Appendices	AQAPC Minutes/Report	Provost's Office
Step 7	Site Visit and Instructions	Site Visit Schedule Reviewer Instructions	Provost's Office
Step 8	External Reviewers' Report	External Reviewers Report Template	External Reviewers
Step 9	Academic Unit's Response to External Reviewers' Report	Academic Unit's Response	Academic Unit
Step 10	Dean's Response to External Reviewers' Report	Dean's Response	Dean
Step 11	<b>Stage III</b> – AQAPC Final Review – of Program Proposal, External Reviewers' Report, Academic Unit's Response, Dean's Response; AQAPC recommends program to Senate	AQAPC Minutes/Report	Provost's Office
Step 12	Senate for Approval	Senate Minutes	Senate
Step 13	Submission and Approval by Quality Council and Ministry of Colleges and Universities	Quality Council Approval Letter Ministry Approval Letter	Provost's Office
Step 14	Follow-up and Reporting <ul style="list-style-type: none"> <li>• Post Program Description to Website</li> <li>• Verbal Update to Senate</li> <li>• Report to Board of Governors (BoG)</li> <li>• Add to Schedule of Reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Link to program description</li> <li>• BoG Annual Report</li> <li>• Year of First Cyclical Review</li> </ul>	Provost's Office
Step 15	Implementation Window and Monitoring Report to AQAPC	Monitoring Report	Provost's Office

## Step 1 – Initial Letter of Intent (LOI) Approval

The initial idea for a new degree program may come from several different sources, including groups of faculty members one or more academic units, administration, and collaborations with other institutions. The initial idea for a new degree program will be discussed with the Dean(s) under whose authority the degree program would be delivered.

The Dean, in consultation with the proponents of the new degree program, will develop a Letter of Intent for the new degree program (template available upon request). The Dean(s) will take the Letter of Intent to the Provost Council for discussion and in-principle approval. Should the Provost grant in-principle approval, the Dean(s) will direct the Academic Unit to move forward with developing a Full Program Proposal. If the Provost does not think that the proposal merits further development, it will direct feedback to the proponents through the Dean(s). An amended Initial Proposal may be reconsidered by the Provost at a later date.

## Step 2 – Development of Full Program Proposal and Appendices

A number of supports are available to assist academic units in the preparation of the new program proposal and appendices. See **Provision of Support**.

### a) Template and Evaluation Criteria

The Academic Unit will prepare, and complete in full, a proposal for a new degree program for approval, using the Program Proposal Template that:

- Includes required Evaluation Criteria as specified in [\*Appendix B \(as defined in QAF\)\*](#)
- Indicates if the program is a 'professional' or 'cost-recovery' program
- Highlights unique curriculum or program innovations, creative components, or significant high impact practices.

### b) University Priorities

Academic units may reflect on University priorities, commenting on the following initiatives and how each is integrated into or reflected in the offering of the program: through program objectives, program-level learning outcomes, curriculum, program delivery, instruction and/or student recruitment:

- Indigenization
- Equity, Diversity and Inclusion
- Anti-Racism

### c) Consultation

The Academic Unit is encouraged to begin early consultations and continue consulting throughout the entire process of the new degree program development to allow for feedback and comment. Recommended consultation should include affected/interested parties, including:

- Members of academic units who may be affected by the proposed degree program or who have expertise relevant to the proposal
- Faculty Councils - Deans will announce at their faculty councils that a proposal for a new degree program is being developed; Chairs/Directors will convey this information to their academic units as appropriate
- Where applicable, include input and perspectives of potential employers and professional associations
- Where possible, consultation should include students.

### d) Proposed Budget

The Academic Unit will work closely with their Dean to develop a proposed budget for the new program. The budget is for internal use only; it will be submitted to AQAPC and Senate. The proposed budget is an estimate of

proposed resources; actual resources will be dependent upon a number of factors including enrolment. Proposed budgets should be shared with OIPA and the Associate Vice-President, Finance in the Finance Office for review and comment.

**e) Program Objectives, Program-Level Learning Outcomes and Curriculum Mapping**

The Teaching Hub is available to assist with the development of program objectives, program-level learning outcomes, course-level learning outcomes and curriculum mapping.

**f) New Course Development and Course Syllabi Collection**

New courses should be developed and submitted to Academic Regulations and Curriculum Committee (ARCC), then ACC for approval and recommendation to AQAPC then Senate. The Appendices should include a sampling of course syllabuses – new and existing course syllabi.

**g) Curriculum Vitae**

CVs for faculty involved with the degree program should be collected and compiled into an Appendix.

**h) Library Statement of Support**

The Academic Unit should request from the University Librarian a report showing the extent to which the library resources can support the new degree program.

**i) Office of Research**

Graduate programs should include information on research funding and grants. Academic Unit should request this information from the Office of Research.

**Step 3 – Dean Sign-Off on Program Proposal and Appendices**

The Dean will review the Program Proposal and Appendices and recommend revisions as appropriate. The Dean will review the document for accuracy and clarity and will be responsible for ensuring resources are acceptable and reasonable as presented in the proposed budget. Once the Dean(s) has signed off on the completed Program Proposal, the proposal will be forwarded to the Office of the Provost for distribution to AQAPC.

**Step 4 – Nomination, Ranking and Selection of External Reviewers**

**Number of Reviewers Required**

Degree Program	External Reviewers
Undergraduate	2 reviewers
Graduate	2 reviewers
Joint Undergraduate and Graduate	2 external reviewers, plus internal reviewers, one from each institution

**a) Qualifications of External Reviewers – will normally:**

- Be Associate or Full Professors
- Have suitable disciplinary expertise, qualifications and experience in developing, assessing and/or managing degree programs
- Have combined professional experience to cover the majority areas of study and/or fields of expertise.
- At least one of the reviewers will have expertise in teaching and learning – content and program delivery, assessment/evaluation, curriculum mapping, and learning outcomes
- In the case of graduate degree programs, have experience with graduate teaching and supervision
- Be at arm’s length.

## **b) Arm's Length Requirement**

An arm's length peer reviewer is an external disciplinary expert who has not been a supervisor, collaborator, departmental colleague (past or present) or co-author of faculty members in the previous six years, and who does not have personal connections with members of the academic unit or:

- Be a close friend or relative of a member of the Academic Unit or of someone with whom the Academic Unit has consulted
- Have been a supervisor within the past six years of a member of any academic unit involved in the development of the proposal for a new degree program
- Have been a student within the past six years in any academic unit involved in the development of the proposal for a new degree program, or
- Have received an undergraduate or a graduate degree from Nipissing in the past six years.

## **c) Process**

The Nomination of External Reviewers should be submitted to the Office of the Provost as soon as the Dean(s) has signed off on the Program Proposal. This enables the Office of the Provost time to confirm the availability of the external reviewer(s). Members of the Academic Unit are not to contact possible external reviewers for any reason.

The Academic Unit will complete the Nomination of External Reviewers' template that includes the names and required information of at least six qualified persons who they are nominating to serve as external reviewers of the proposed degree program, all of whom are to be at arm's length.

- If there are two or more distinct areas of study within the proposed degree program, all efforts will be made to ensure a balance of external reviewers with the required expertise. Areas of expertise should be clearly identified for each nominated external reviewer.
- In the case of joint programs, the list of External Reviewers will be developed jointly with the partner institution(s).

The completed Nomination of External Reviewers' form will be sent to the Dean(s). On behalf of the Academic Unit, the Dean(s) will submit the Nominations of External Reviewers to the Office of the Provost.

## **d) Ranking and Selection**

The Office of the Provost, in consultation with the Dean(s), will develop a ranked list of nominated external reviewers. In the case of a degree program to be offered jointly with another institution, the Office of the Provost will develop a ranked list of External Reviewer(s) in consultation with the partner institution. The Office of the Provost will contact the proposed reviewers in ranked order.

## **Step 5 – Stage I – ACC/Graduate Studies Council (GSC) Review**

The Dean will forward the Program Proposal to the ACC for undergraduate degree programs and the GSC for graduate degree programs. ACC/GSC will review the program proposal for consistency with university degree regulations. If any new courses are included in the proposal, ACC/GSC will follow their normal procedures for reviewing and approving new courses. Feedback and comments from ACC/GSC will be provided to the Academic Unit and Dean for consideration and/or inclusion in a revised proposal. The Academic Unit will respond to ACC/GSC feedback as required. Once complete, the Dean will submit the Program Proposal to the Office of the Provost for distribution to AQAPC.



## Step 6 – Stage II - AQAPC Initial Review

The Dean will forward the Program Proposal to the Office of the Provost, who will submit it to AQAPC for review. The documentation will include the Program Proposal and Appendices, including the budget. AQAPC will review the documentation and may approve the Program Proposal as submitted or ask for revisions prior to the Office of the Provost forwarding the Program Proposal for external assessment.

## Step 7 – Site Visit and Instructions

Once the Program Proposal for a new degree program has been approved by AQAPC, it is ready for external review.

### a) Site Visits: In-person, Virtually or Desk Review

- External review of a new doctoral program will incorporate an on-site visit.
- External review of a new undergraduate program proposal will normally be conducted on-site, except when the Provost (or delegate) may propose that the review be conducted by desk review, virtual site visit, or equivalent method if the external reviewers are satisfied that the off-site option is acceptable;
- External review of a new master's program proposal will normally be conducted on-site, but certain new master's program's (e.g., professional master's programs) may be conducted by desk review, virtual site visit, or equivalent method if both the Provost (or delegate) and external reviewers are satisfied that the off-site option is acceptable. An on-site visit is required for all other proposed master's programs.

### b) Site Visit Schedule

The Office of the Provost will oversee the arrangements for the in-person or virtual site visit. An in-person visit will normally be scheduled for one to two days, whereas a virtual site visit may be scheduled over a longer period. The Office of the Provost will assist with travel and accommodation arrangements. The Office of the Provost will be responsible for drafting the schedule for the site visit. External reviewers will typically meet with the Provost, relevant Dean(s), Chair(s)/Directors(s) and faculty. An in-person site visit may include a tour of facilities and the library. The Office of the Provost has final approval of the schedule.

### c) Documentation to Share with Reviewers

The Office of the Provost will provide external reviewers with review documentation normally no less than two weeks prior to the site visit.

Documentation will include:

- Nipissing University's IQAP Policy and Procedures, including Evaluation Criteria and Degree Level Expectations
- Program Proposal and Appendices, including Library Statement of Support, Course Syllabuses and Faculty CVs
- Template for the External Reviewers' Report. The template includes all Evaluation Criteria set by the Quality Council (see [Appendix B](#))
- Site Visit Schedule.

### d) Pre-Meeting – For both in-person and virtual site visits

A pre-meeting of the external reviewers will be scheduled to provide guidance and direction. The Office of the Provost will review the instructions with the external reviewers, explain their roles and obligations, and respond

to any questions related to documentation, process, and the final report.

e) Reviewers will be asked to recognize the University's autonomy to determine priorities for funding, space, and faculty allocation and respect the confidentiality of all aspects of the review process. The external reviewer(s) will also be invited to contact the Office of the Provost should any questions arise during the review process.

## Step 8 – External Reviewers' Report

**Timing:** One month following site visit

External reviewers will submit one joint report using the External Reviewers' Report Template provided by the Office of the Provost.

**a) Substance of Report.** The Report will:

- Address the substance (clarity and completeness) of the New Program Proposal
- Address all required Evaluation Criteria as specified in [Appendix B](#)
- Address the quality and learning environment of the program
- Describe the program's strengths. Identify, commend and provide evidence of any distinctive attributes of the program, identify any notable strong and creative and/or clearly innovative aspects, including significant innovation or creativity in the content and/or delivery of the program relative to other such programs.
- Describe areas for improvement and opportunities for enhancement.
- Include a Summary and a clearly defined list of recommendations that are clear, concise and actionable to improve and/or enhance the quality of the program
- Respect the confidentiality required for all aspects of the review process.

Recognize the university's autonomy to determine priorities for funding, space and faculty allocation. Recommendations related to resources, specifically faculty requirements must be directly linked to issues of program quality and/or sustainability.

**b) Submission of Report**

The final report will be submitted electronically to the Office of the Provost no later than one month from the date of the visit (on-site, virtually or desk).

Upon receipt of the External Reviewers' Report, the Report will be reviewed by the Office of the Provost to ensure that it provides a comprehensive assessment of the new program. If the Report is not satisfactory, the Provost, in consultation with the Dean(s) identify any gaps and request additional information from the External Reviewers.

**c) Distribution of Report**

Once the Report is deemed satisfactory, the Office of the Provost will distribute the External Reviewers' Report to the Academic Unit Chair/Director. Where appropriate, any confidential and/or sensitive information will be redacted prior to distribution.

**d) Honorarium**

Upon satisfactory completion of the External Reviewers report, each reviewer will receive an Honorarium for their work. The Office of the Provost will administer the Honorarium.

## Step 9 – Academic Unit’s Response

The Academic Unit will prepare a response to the External Reviewers’ Report that will address each of the recommendations; the response may include further explanation or details in response to the comments or recommendations.

- If minor revisions are required, it is expected that these will be detailed in the Academic Unit’s Response
- For substantial revisions, the Academic Unit will revise the Program Proposal using track changes. A detailed summary of these revisions will be included as part of the Academic Unit Response or in an appended document with the formal response. The Academic Unit will submit their response to the Dean(s).

## Step 10 – Dean’s Response

The Dean(s) will provide a response to the External Reviewers’ Report, that is separate from that of the Academic Unit, to each of the recommendations. In cases where a Dean is the Working Chair for a new Program Proposal, members of the Academic Unit will prepare a response independently from the Dean; the Dean will provide a separate response.

***Exception to Decanal Response:*** *In cases where the Dean is the Divisional Head (e.g., Nursing, Education), a joint response will be prepared by the Academic Unit and the Dean.*

## Step 11 – Stage III - Academic Quality Assurance and Planning Committee’s Final Review

AQAPC will review the final Program Proposal, the External Reviewers’ Report, the Academic Unit’s Response and Dean’s Response. Relevant Dean(s) will be invited to attend AQAPC. AQAPC will assess whether the new degree program meets Nipissing’s quality assurance standards, and will make one of the following determinations:

- Recommends to Senate for approval
- Requests modifications
- Recommends that the proposal not be pursued further

Should AQAPC request modifications or recommend that the proposal not be pursued further, the Dean or the Office of the Provost will convey the committee’s views to the Academic Unit.

## Step 12 – Senate for Approval and Faculty Council for Information

The Final Program Proposal and related documentation (with confidential and/or sensitive information removed) will be shared with Faculty Council for information and Senate for approval.

Documentation will include:

- Program Proposal,
- Budget,
- Executive Summary of the External Reviewers’ Report,
- Academic Unit’s Response,
- Dean’s Response.

The Dean and/or a member of the Academic Unit will be called upon to speak to the proposal and/or to answer questions.

If Senate does not approve the recommendation from AQAPC, the Provost, in consultation with the Dean, will determine the next step, which may include modification of the proposal or discontinuation of the initiative.

### Step 13 – Submission and Approval by Quality Council

Once Senate has approved a proposal for a new degree program, the Office of the Provost will submit the program to the Quality Assurance Secretariat. The submission to the Quality Council will be a single, clearly bookmarked PDF file arranged in the order required by the Quality Assurance Appraisal Committee (see the Quality Assurance Submission Checklist).

a) Documentation to Quality Council will include:

- Quality Assurance Submission Checklist
- Program Proposal
- Appendices (excluding CVs and Budget)
- External Reviewers' Report
- Academic Unit's Response
- Dean's Response
- Letter of Support from the Provost.

The submission will also include:

- A Checklist (with a summary of key changes as required)
- Date approved by Senate
- Bios for external reviewers specifically indicating qualifications in the following areas: sufficient expertise in content and program delivery; connections to industry (where appropriate); and expertise in teaching and learning.

#### b) Quality Council Decision

The Quality Council Appraisal Committee will review the proposal and may request clarification and/or additional information. Once satisfied, they will make a recommendation to Quality Council, who in turn will review the proposal and make one of the following recommendations:

- i) Approved to Commence
- ii) Approved to Commence with Report – The University will be required to report on specified issues with a pre-determined deadline, e.g., one to three years from program commencement
- iii) Deferred for up to one year during which time the university may address identified issues and report back
- iv) Not Approved
- v) Such other action as the Quality Council considers reasonable and appropriate in the circumstances.

The Quality Assurance Secretariat will convey the decision of the Quality Council to the university. Requests for clarification and follow-up will be handled by the Office of Provost, and internally by the Dean(s) with the Chair/Director of the Academic Unit.

If approved by the Quality Council, the Office of the Provost will submit the approved proposal to the Ministry of Colleges and Universities for approval and program funding.

#### c) Public Announcement of new programs

The Provost may publicly announce its intention to offer a new undergraduate or graduate program in advance of receiving approval by the Quality Council with the following statement: *"Prospective students are advised that the program is still subject to formal approval."*

#### **d) Appeals and Resubmissions**

Should the Quality Council not grant approval to commence, the Provost, in consultation with the Dean(s), will reassess the proposal considering the Quality Council's comments and will determine whether to amend and resubmit the brief, appeal the decision, or discontinue the proposal. When the recommendation is ii), iii) or iv), the University has 30 days to request a meeting with and/or reconsideration by the Appraisal Committee.

Should the decision be made to amend and resubmit, the Dean(s) will work with the Academic Unit to develop a revised proposal. The Provost can approve minor changes made to the original proposal; major changes will be reviewed and/or approved through Senate Committees (ACC for changes to degree requirements or new courses, AQAPC for approval of the revised Full Proposal). When AQAPC deems that the revised Full Proposal for the new degree program addresses the issues highlighted by the Quality Council, it will be resubmitted to the Quality Assurance Secretariate for approval.

### **Step 14 – Follow Up and Reporting**

#### **a) Description of Program**

Will be posted on the Office of the Provost's website once the program is approved by the Quality Council.

#### **b) Senate**

Senate will be verbally informed of decisions of the Quality Council.

#### **c) Reports to Board of Governors**

The Provost will keep the Board of Governors regularly apprised of new degree program proposals, normally in an annual report.

### **Step 15 – Implementation Window and Monitoring of a New Degree Program**

#### **a) Implementation Window**

After a new degree program is approved to commence by the Quality Council and the Ministry of Colleges and Universities, the degree program must begin within 36 months of the date of approval; otherwise, the approval from the Quality Council will lapse.

#### **b) Monitoring Report**

The purpose of the monitoring report is to ensure that the degree program has been successfully initiated and to identify early, and work to address, any unforeseen implementation issues. There is an element of continuous improvement that ensures a program that is recently launched is closely monitored to identify challenges and issues with the program and address them in a timely manner.

- The Dean, in consultation with the Chair, Director or Program Coordinator, will provide a monitoring report to the Office of the Provost for distribution to the AQAPC on a new degree program, normally after the degree program has been operating for five years. In cases where enrolment is low in the first few years, the date for submitting a Monitoring Report may be delayed. The Monitoring Report will take place after the program's launch and prior to the program's first cyclical review.
- The Monitoring Report will address any issues identified in the 'Notes' provided by the Quality Assurance's Appraisal Committee and will include an evaluation of the program's success in realizing its objectives, requirements and outcomes, as originally proposed and approved, as well as any changes that have occurred in the interim.

- AQAPC will review the Report prepared by the Dean, in consultation with the Chair, Director or Program Coordinator, and determine if it is sufficient or if additional information is required. Senate will be notified that AQAPC has accepted the Monitoring Report.
- The ongoing monitoring process of the new program will continue to consider issues identified in the report, and the Office of the Provost will ensure that any concerns from the Monitoring Report are included in the first Cyclical Review.

## **2.6 Process**

### **Graduate Diploma Note**

The approval process for proposing a new graduate diploma will follow an abbreviated process of the new program approval as diplomas are not subject to external assessment. Steps 1, 2, 3 and 5 will be required as will Steps 12 through 15.

### **2.7 Publication of Documentation**

The following documentation will be published to the website:

- Description of New Program – once approved by Quality Council`

### **2.8 First Cyclical Program Review**

The first cyclical review for any new degree program must be conducted no more than eight years after the date of the degree program's initial enrolment. The degree program will be added to the Cyclical Schedule of Reviews.

Issues identified in the Monitoring Report and any 'Notes' from Quality Council's approval letter will be addressed in the first Cyclical Review.

## **Section 3 – Expedited Approval Protocol**

### **3.1 Prelude**

This protocol is designed to ensure that decisions can be made quickly and efficiently to launch new graduate diploma programs or program changes in a timely manner, e.g., to meet upcoming term application deadlines, support innovation, etc.

The protocol for Expedited Approvals applies to:

- New Graduate Diploma – Types 2 and 3
- Expedited Major Modifications – as determined by the Provost
- Creation of new standalone degree from an existing field in a graduate program

Expedited proposals are granted in a shorter time with less required documentation and do not require an external review. Proposals sent to the Appraisal Committee for Expedited Approval require Senate approval and will follow the processes set out in Section 2.6 Graduate Diploma Note for new Graduate Diplomas and Section 4 – for Major Modifications. Expedited proposals will be submitted to Quality Council for approval following Senate approval.

### **3.2 Graduate Diplomas – Types 2 and 3**

The approval process for proposing a new graduate diploma will follow an abbreviated process of the New Program Approval Protocol and will not be subject to external assessment. Steps 1, 2, 3 & 5 and Steps 12 through 15 will be required, as per the required Evaluation Criteria (QAF 2.1.2).

In cases where a Graduate Diploma is not associated with a parent graduate program, it is recommended (not required) that an external Desk Review be conducted.

Once approved by Senate, the program will be submitted to Quality Council's Appraisal Committee for decision:

- i. Approved to Commence
- ii. Approved to Commence with Report
- iii. Not Approved.

### **3.3 Expedited Major Modifications**

The Provost will determine if a Major Modification to an existing program should be sent to the Quality Council's Appraisal Committee for expedited approval rather than reported to Quality Council in the Annual Report on Major Modifications. In such cases, these will be referred to as 'expedited major modifications'.

### **3.4 Creation of new standalone degree from an existing field in a graduate program**

A program may choose to create a standalone degree from a long-standing field provided it has undergone at least two Cyclical Program Reviews and has had at least two graduating cohorts.

The internal approval process will follow that of Graduate Diplomas (2 and 3), an abbreviated process of the New Program Approval Protocol, Steps 1, 2, 3 and 5 and Steps 12 through 15, as per the required Evaluation Criteria (QAF 2.1.2). Once approved by AQAPC, the recommendation will move forward to Senate for approval, followed by submission to Quality Council's Appraisal Committee for approval.

### **3.5 Final Decision of Appraisal Committee**

The Appraisal Committee will make one of the following decisions:

- iv. Approved to Commence
- v. Approved to Commence with Report
- vi. Not Approved.



## **Section 4 – Major Modification Protocol** **(Program Renewal and Significant Change)**

### **4.1 Prelude**

The Major Modification Protocol encourages and reinforces the ongoing and continuous improvement of programs and associated curriculum. Academic units are encouraged to have a plan in place to actively monitor key performance indicators (i.e., program structure, requirements, objectives, learning outcomes, assessment and student achievement) that will help them identify modifications to the program that will improve and enhance the quality of the program. The University values the importance of this self-reflection and self-assessment to ensure the delivery of high-quality programming and student learning and experiences.

Major Modifications may be made to:

- Implement the outcomes of cyclical program review;
- Reflect the ongoing evolution of the discipline;
- Accommodate new developments in a particular field;
- Facilitate improvements in teaching and learning strategies;
- Respond to the changing needs of students, society and industry; and/or
- Respond to improvements in technology.

The distinction between major modifications and new programs can, at times, be difficult to determine. The Quality Council has the final authority to decide if a major modification constitutes a new program. In such a case, the submission must follow the Protocol for New Programs.

### **4.2 Definition and Examples of Major Modifications**

Major modifications result in substantial changes to an existing program requirement, learning outcomes, faculty complement, or delivery mode, usually creating significant new choices or experiences for students, but not as considerable as to qualify as a new program. The Provost, in consultation with the Deans and the Office of the Registrar, will determine what constitutes a significant modification, and hence qualifies as a major modification, or is a minor modification or a new program.

Major modifications typically include, but are not limited to, one or more of the following:

- a)** Requirements that differ significantly from those existing at the time of the previous cyclical program review, for example:
  - course requirements comprising more than one third of the entire program
  - a merger of two programs
  - The introduction or deletion of an undergraduate thesis or capstone project
  - The introduction or deletion of a work experience, co-op option, internship or practicum, or portfolio
- b)** Change to at least one third of the program-level learning outcomes.
- c)** Significant changes to the program's delivery, including:
  - 50% or more of the program's faculty;
  - Loss of or addition to the essential physical resources, where these changes impair or enhance the delivery of the approved program.
  - the existing mode(s) of delivery (e.g., different campus and/or changes to online/hybrid delivery impacting 30% or more of program, introduction or deletion of full- or part-time program options). For more detail on mode of delivery changes, please see 4.3.

- d) Change in program name and/or degree nomenclature, when this results in a change in learning outcomes; and/or
- e) Addition of a single new field to an existing graduate program.

#### 4.3 Considerations for Changes to Mode of Delivery

When changing the mode of delivery of a program to online for all or a significant portion of a program that was previously delivered in-person, consideration of the following criteria is strongly encouraged as part of the approval process for the proposed major modification:

- a) Maintenance of and/or changes to the program objectives and program-level learning outcomes.
- b) Adequacy of the technological platform and tools.
- c) Sufficiency of support services and training for teaching staff.
- d) Sufficiency and type of support for students in the new learning environment; and
- e) Access.

#### 4.4 Program Closure

Program closures will not be considered a Major Modification. These closures will be recommended by Faculty Executive to AQAPC and Senate for approval.

#### 4.5 Submission Process for Major Modifications

An academic unit intending to propose a major modification to an existing program will submit a Letter of Intent to the Dean using the appropriate template. The Dean will present the LOI to the Provost for in-principle approval. If granted in-principle approval, the academic unit be notified to complete the full Proposal for Major Modification template and submit it to Academic Regulations and Curriculum Committee (ARCC) (if an undergraduate program) or Graduate Studies Council (GSC) (if a graduate program). Upon approval, the proposal will next move to Faculty Executive, then ACC (if an undergraduate program), and then Senate. If the Provost determines the Major Modification may require substantial changes to resources/infrastructure, the proposal will also need to be heard at AQAPC following ACC (for undergraduate programs) or GSC (for graduate programs).

The proposal for a **major modification** to a program will include:

- A detailed description of the change to the program along with rationale for those changes
- Discussion of the modification's relationship to the University's Strategic Plan and the approved Strategic Mandate Agreement (SMA).
- Consideration of the changes in regard to the previous cyclical program review, where appropriate
- Details of existing and new resources (human, physical and budgetary) required to modify the program.
- Proposed program requirements if the curriculum will change along with this modification
- An indication of how the change aligns with the relevant program objectives and program-level learning outcome(s); or changes to the objectives and learning outcomes
- Details of the appropriateness of the proposed mode(s) of delivery to facilitate students' successful completion of the program-level learning outcomes
- An assessment of how students will be impacted as well as a statement as to how the modification will improve the student experience

- Evidence of consultation with all affected academic units; consultation will include input from current students and recent graduates
- Evidence that the Dean has been consulted.

#### **4.6 Annual Reporting**

The Registrar's Office will maintain a list of major modifications approved by Senate that will be reported by the Office of the Provost in the Annual Report to the Quality Council. The Annual Report will reflect the period from July to June and will include a summary of major program modifications, including program closures approved through the internal approval process. Note that major modifications are not normally subject to the institution's Cyclical Audit.

#### **4.7 Other Program Changes**

Changes to an existing Emphasis, Option, or Minor Program; the creation of a new micro-credential(s); undergraduate certificate(s); and laddering, stacking or similar options, or comparable elements that do not rise to the level of a Major Modification will follow an internal approval process as follows:

- Academic Unit
- ARCC (for undergraduate studies) or GSC (for graduate studies)
- Faculty Executive
- ACC (for undergraduate studies)
- Senate

## **Section 5 – Audit Protocol**

### **5.1 Prelude**

Cyclical Audit provides the necessary accountability to post-secondary education's principal stakeholders, students, government, employers, and the public, by assessing the degree to which a university's internally defined quality assurance processes, procedures, and practices align with and satisfy the internationally agreed upon standards, as set out in the Quality Assurance Framework.

The University will be subject to a Cyclical Audit at least once every eight years. The scope of this protocol will include an evaluation of past and current practices; review of institutional changes made in policy, procedures, and practices in response to recommendations from the previous audit; confirmation that university's practices comply with its ratified IQAP; and review of the university's approach to continuous improvement.

Specifically, the Audit will:

- Evaluate past and current practices
- Review institutional changes made in policy, procedures and practices in response to the recommendations from the previous audit
- Confirm that university's practices comply with its IQAP as ratified by the Quality Council and note any misalignments of its IQAP with the QAF
- Review the university's approach to continuous improvement.

### **5.2 Outcomes of Audit Report**

The Audit Report describes the extent to which the institution is compliant with its quality assurance policies and achieves best practice. Based on the findings in its Report, the Audit Committee will make recommendations about future oversight by Quality Council and/or one or more of its Committees, and may include any of the following:

- Direct specific attention of issue(s) to auditors in the subsequent audit
- Schedule a larger selection of programs for the university's next audit
- Require a Focused Audit. A Focused Audit may be required in cases where at least one Cause for Concern has been identified. The Audit will focus on specific areas of concern and follow similar steps to the Cyclical Audit. A Focused Audit does not replace the Cyclical Audit.
- Adjust the degree of oversight and any associated requirements for more or less oversight.

### **5.3 Key Elements and Process for Cyclical Audit**

#### **a) Pre-Audit Orientation Briefing**

The University will participate in a pre-audit orientation/briefing with the Quality Council Secretariat and an Audit Team member approximately one year prior to the scheduled Cyclical Audit. The purpose of this briefing will be to outline the expectations of the cyclical audit.

#### **b) Selection of Sample Programs for Audit**

The Audit Team will select a sample of programs for audit that represent the New Program Approval Protocol and the Cyclical Program Review Protocol as described in the Quality Assurance Framework. New programs approved and existing programs that have undergone cyclical review since the previous Cyclical Audit will be eligible for selection in the University's next Cyclical Audit. The audit process cannot reverse the approval of a program to commence.

A small sample of new programs or cyclical program reviews in progress may be selected, and in these cases, documentation will not be required. In these cases, auditors will meet with program representatives to gain a better understanding of current quality assurance practices in the institution.

Programs created or modified through the Protocols for Expedited Approvals and Major Modifications are not normally subject to the institution's Cyclical Audit.

**c) Institutional Self-Study**

The university will prepare a self-study that presents and assesses its quality assurance processes, including challenges and opportunities, within its own institutional context. The self-study will include the process undertaken to prepare the self-study, flag any issues from the previous audit, and most importantly, reflect on current policies and practices that demonstrate the university's focus on continuous improvement. The self-study will be submitted to the Quality Assurance Secretariat in advance of the desk audit and will form the foundation of the Cyclical Audit.

**d) Process and Documentation**

In its preparation, the Provost, Deans, and relevant committees will be consulted and requested to provide input. The Office of the Provost will be responsible for the preparation of the self-study and for submission of Audit documentation to the Quality Council Secretariat, including:

- Relevant documents and other information related to the programs selected for audit, as requested by the Audit Team
- Record of any revisions of the university's IQAP, as ratified by the Quality Council
- Annual Report of any minor revisions of the University's IQAP that did not require Quality Council re-ratification.

**e) Desk Audit and Site Visit**

The Audit Team will review documentation prior to a two-to-three-day site visit. During the site visit, the Audit Team will meet with the university's senior academic leadership, quality assurance staff, and representatives from programs selected for audit. The purpose of the visit will be to gain a sufficiently complete and accurate understanding of the university's application of its IQAP, and to specifically address any information gaps that may arise during the desk audit and to assess the degree to which the institutions' quality assurance practices contribute to continuous improvement of its programs.

**f) Audit Report and Summary**

The Audit Report includes an assessment of the overall performance of the university and includes recommendations to the Quality Council, based on their assessment. The Audit Report will focus on compliancy with the University's IQAP; misalignment of the IQAP with the Quality Assurance Framework; identifying and recording notable effective policies or practices; and the university's approach to ensuring continuous improvement in quality assurance through the implementation of the outcomes of cyclical program reviews and the monitoring of new programs. The Report will include findings in the form of:

- Recommendations that will require an institutional response
- Causes for Concern that are potential structural and /or systemic weaknesses
- Suggestions to strengthen quality assurance practices

**g) Focused Audit**

When an Audit Report identifies at least one Cause for Concern, the University will participate in a Focused Audit as recommend by the Audit Committee. This Audit will require closer scrutiny and further support to

address the specific area(s) of concern.

**h) Follow-up Response by University and Auditors' Report on the University's Response**

- Follow-up. The University may be required to respond to the Audit Report, within the recommended timeframe for submission, by detailing the steps taken to address the recommendation and/or any Causes for Concern.
- Associated Auditors' Report. The Audit Team will report on the institution's sufficiency of response. Once satisfied, the Audit Committee will submit a recommendation to the Quality Council to accept the university's follow-up response and associated auditors' report.

**5.4 Publication of Documentation**

The following documentation will be publicly posted to the University's website, absent any confidential information:

- Audit Report (excluding addendum)
- Follow-Up Response Report (to Audit Report)
- Auditors' Response Report
- Focused Audit Report

## **Appendix A**

### **Evaluation Criteria for Cyclical Program Review**

Existing undergraduate and graduate programs will be evaluated against the following criteria as set out in the Quality Assurance Framework (5.1.3.1)

#### **1. Objectives**

- a) Consistency of the program's objectives with the institution's mission and academic plans.

#### **2. Program Requirements**

- a) Appropriateness of the program's structure and the requirements to meet its objectives and the program-level learning outcomes.
- b) Appropriateness of the program's structure, requirements and program-level learning outcomes in meeting the institution's own undergraduate or graduate Degree Level Expectations
- c) Appropriateness and effectiveness of the mode(s) of delivery to facilitate students' successful completion of the program-level learning outcomes
- d) Ways in which the curriculum addresses the current state of the discipline or area of study

#### **3. Program Requirements for Graduate Programs Only**

- a) Clear rationale for program length that ensures that students can complete the program-level learning outcomes and requirements within the time required
- b) Evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate level courses
- c) For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion.

#### **4. Assessment of Teaching and Assessment**

- a) Appropriateness and effectiveness of the methods for assessing student achievement of the program-level learning objectives and degree level expectations.
- b) Appropriateness and effectiveness of the plans to monitor and assess:
  - i. The overall quality of the program
  - ii. Whether the program continues to achieve in practice its objectives
  - iii. Whether its students are achieving the program-level learning outcomes
  - iv. How the resulting information will be documented and subsequently used to inform continuous program improvement

#### **5. Admission Requirements**

- a) Appropriateness of the program's admission requirements given the program's objectives and program-level learning outcomes
- b) Sufficient explanation of alternative requirements, if applicable, for admission into graduate, second-entry or undergraduate program, e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience

#### **6. Resources**

Given the program's class sizes and cohorts as well as its program-level learning outcomes:

- a) Participation of a sufficient number of qualified core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment
- b) If applicable, discussion/explanation of the role and approximate percentage of adjunct and part-time faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience
- c) If required, provision of supervision of experiential learning opportunities

- d) Adequacy of the administrative unit's utilization of existing human, physical and financial resources
- e) Evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access.

#### **7. Resources for Graduate Programs Only**

Given the program's class sizes and cohorts, as well as its program-level learning outcomes:

- a) Evidence that faculty have the recent research or professional/clinical expertise needed to foster an appropriate intellectual climate, sustain the program, and promote innovation
- b) Where appropriate to the program, evidence that financial assistance for students is sufficient to ensure adequate quality and numbers of students
- c) Evidence of how supervisory loads are distributed, in light of qualifications and appointment status of the faculty

#### **8. Quality and Other Indicators**

- a) Evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record, appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring)
- b) Any other evidence that the program and faculty ensure the intellectual quality of the student experience
- c) For students: grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills, and times-to-completion and retention rates.



**Appendix B**  
**Evaluation Criteria for New Program Approvals**

New undergraduate and graduate programs will be evaluated against the following criteria as set out in the Quality Assurance Framework (2.1.2)

**1. Program Objectives**

- a) Clarity of the program's objectives
- b) Appropriateness of degree nomenclature given the program's objectives
- c) Consistency of the program's objectives with the institution's mission and academic plans

**2. Program Requirements**

- a) Appropriateness of the program's structure and the requirements to meet its objectives and program-level learning outcomes
- b) Appropriateness of the program's structure, requirements and program-level learning outcomes in meeting the institution's undergraduate or graduate Degree Level Expectations
- c) Appropriateness of the proposed mode(s) of delivery to facilitate students' successful completion of the program-level learning outcomes
- d) Ways in which the curriculum addresses the current state of the discipline or area of study

**3. Program Requirements for Graduate Programs Only**

- a) Clear rationale for program length that ensures that students can complete the program-level learning outcomes and requirements within the proposed time
- b) Evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate-level courses
- c) For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion

**4. Assessment of Teaching and Learning**

- a) Appropriateness of the methods for assessing student achievement of the program-level learning outcomes and degree level expectations
- b) Appropriateness of the plans to monitor and assess:
  - i. The overall quality of the program
  - ii. Whether the program is achieving in practice its proposed objectives
  - iii. Whether its students are achieving the program-level learning outcomes
  - iv. How the resulting information will be documented and subsequently used to inform continuous program improvement

**5. Admission Requirements**

- a) Appropriateness of the program's admission requirements given the program's objectives and program-level learning outcomes
- b) Sufficient explanation of alternative requirements, if applicable, for admission into a graduate, second-entry or undergraduate program, e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience

**6. Resources**

Given the program's planned/anticipated class sizes and cohorts as well as its program-level learning outcomes:

- a) Participation of a sufficient number and quality of core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment
- b) If applicable, discussion/explanation of the role and approximate percentage of adjunct and part-time

faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience

- c) If required, provision of supervision of experiential learning opportunities
- d) Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources including implications for the impact on other existing programs at the university
- e) Evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access
- f) If necessary, additional institutional resource commitments to support the program in step with its ongoing implementation

#### **7. Resources for Graduate Programs Only**

Given the program's planned/anticipated class sizes and cohorts as well as its program-level learning outcomes:

- a) Evidence that faculty have the recent research or professional/clinic expertise needed to sustain the program, promote innovation, and foster an appropriate intellectual climate
- b) Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and number of students
- c) Evidence of how supervisory loads will be distributed, in light of qualifications and appointment status of the faculty

#### **8. Quality and Other Indicators**

- a) Evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring)
- b) Any other evidence that the program and faculty will ensure the intellectual quality of the student experience

## Appendix C

### Undergraduate Degree Level Expectations (UDLEs)

Formulated by the Ontario Council of Academic Vice Presidents (OCAV) and affirmed by Nipissing University Senate February 15, 2011

Expectations	General Bachelor's Degree	Honours Bachelor's Degree
	This degree is awarded to students who have demonstrated the following	This degree is awarded to students who have demonstrated the following
1. Depth and Breadth of Knowledge	<p>a) a general knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline;</p> <p>b) a broad understanding of some of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines;</p> <p>c) an ability to gather, review, evaluate and interpret information relevant to one or more of the major fields in a discipline;</p> <p>d) some detailed knowledge in an area of the discipline;</p> <p>e) critical thinking and analytical skills inside and outside the discipline; and</p> <p>f) the ability to apply learning from one or more areas outside the discipline.</p>	<p>a) a developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline;</p> <p>b) a developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines;</p> <p>c) a developed ability to: gather, review, evaluate and interpret information; and compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline;</p> <p>d) a developed, detailed knowledge of and experience in research in an area of the discipline;</p> <p>e) developed critical thinking and analytical skills inside and outside the discipline; and</p> <p>f) the ability to apply learning from one or more areas outside the discipline.</p>
2. Knowledge of Methodologies	<p>... an understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</p> <ul style="list-style-type: none"> <li>• evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; and</li> <li>• devise and sustain arguments or solve problems using these methods.</li> </ul>	<p>... an understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</p> <ul style="list-style-type: none"> <li>• evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;</li> <li>• devise and sustain arguments or solve problems using these methods; and</li> <li>• describe and comment upon particular aspects of current research or equivalent advanced scholarship.</li> </ul>
3. Application of Knowledge	<p>a) the ability to review, present, and interpret quantitative and qualitative information to:</p> <ul style="list-style-type: none"> <li>• develop lines of argument; and</li> <li>• make sound judgments in accordance with the major theories, concepts and</li> </ul>	<p>a) the ability to review, present and critically evaluate qualitative and quantitative information to:</p> <ul style="list-style-type: none"> <li>• develop lines of argument;</li> <li>• make sound judgments in accordance with the major theories, concepts and methods of</li> </ul>

<b>Expectations</b>	<b>General Bachelor's Degree</b>	<b>Honours Bachelor's Degree</b>
	<p>This degree is awarded to students who have demonstrated the following</p> <p>methods of the subject(s) of study;</p> <p>b) the ability to use a basic range of established techniques to:</p> <ul style="list-style-type: none"> <li>• analyze information;</li> <li>• evaluate the appropriateness of different approaches to solving problems related to their area(s) of study; and</li> <li>• propose solutions; and</li> </ul> <p>c) the ability to make use of scholarly reviews and primary sources.</p>	<p>This degree is awarded to students who have demonstrated the following</p> <p>the subject(s) of study;</p> <ul style="list-style-type: none"> <li>• apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; and</li> <li>• where appropriate use this knowledge in the creative process;</li> </ul> <p>b) the ability to use a range of established techniques to:</p> <ul style="list-style-type: none"> <li>• initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;</li> <li>• propose solutions;</li> <li>• frame appropriate questions for the purpose of solving a problem;</li> <li>• solve a problem or create a new work; and</li> </ul> <p>c) the ability to make critical use of scholarly reviews and primary sources.</p>
4. Communication Skills	... the ability to communicate accurately and reliably, orally and in writing to a range of audiences.	... the ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.
5. Awareness of Limits of Knowledge	... an understanding of the limits to their own knowledge and how this might influence their analyses and interpretations.	... an understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.
6. Autonomy and Professional Capacity	<p>a) qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</p> <ul style="list-style-type: none"> <li>• the exercise of personal responsibility and decision-making; and</li> <li>• working effectively with others;</li> </ul> <p>b) the ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study; and</p> <p>c) behaviour consistent with academic integrity and social responsibility.</p>	<p>a) qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</p> <ul style="list-style-type: none"> <li>• the exercise of initiative, personal responsibility and accountability in both personal and group contexts;</li> <li>• working effectively with others; decision-making in complex contexts;</li> </ul> <p>b) the ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; and c) behaviour consistent with academic integrity and social responsibility.</p>

## Appendix D

### Graduate Degree Level Expectations (GDLEs)

Formulated by the Ontario Council of Academic Vice Presidents (OCAV) and affirmed by Nipissing University Senate February 15, 2011

Expectations	Master's Degree	Doctoral Degree
	This degree is awarded to students who have demonstrated the following	This degree is awarded to students who have demonstrated the following
1. Depth and Breadth of Knowledge	A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;	A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice.
2. Research and Scholarship	<p>A conceptual understanding and methodological competence that</p> <ul style="list-style-type: none"> <li>• Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</li> <li>• Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and</li> <li>• Enables a treatment of complex issues and judgments based on established principles and techniques; and,</li> </ul> <p>On the basis of that competence, has shown at least one of the following:</p> <ul style="list-style-type: none"> <li>• The development and support of a sustained argument in written form; or</li> <li>• Originality in the application of knowledge.</li> </ul>	<p>a) The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems;</p> <p>b) The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and</p> <p>c) The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.</p>
3. Level of Application of Knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.	<p>The capacity to:</p> <ul style="list-style-type: none"> <li>• Undertake pure and/or applied research at an advanced level; and</li> <li>• Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.</li> </ul>
4. Professional Capacity/ Autonomy	<p>a) The qualities and transferable skills necessary for employment requiring</p> <ul style="list-style-type: none"> <li>• The exercise of initiative and of personal responsibility and accountability;</li> <li>• Decision-making in complex situations; and</li> </ul> <p>b) The intellectual independence required for continuing professional development;</p>	<p>a) The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations;</p> <p>b) The intellectual independence to be academically and professionally engaged and current;</p>

<b>Expectations</b>	<b>Master's Degree</b> This degree is awarded to students who have demonstrated the following	<b>Doctoral Degree</b> This degree is awarded to students who have demonstrated the following
	c) The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d) The ability to appreciate the broader implications of applying knowledge to particular contexts.	c) The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d) The ability to evaluate the broader implications of applying knowledge to particular contexts.
5. Level of Communication Skills	The ability to communicate ideas, issues and conclusions clearly.	The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.
6. Awareness of Limits of Knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.	An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.

## APPENDIX E

### Definitions

**Academic Curriculum Committee (ACC):** ACC is a committee of Senate, which engages in on-going review and oversight of all matters related to undergraduate studies, (including degree and program requirements), to the criteria and policies with respect to admission of all students to the University and the transfer of credits from other educational institutions and to makes recommendations to Senate as necessary and appropriate.

**Academic Support Unit:** An academic support unit is a unit whose primary mission is to support the teaching, learning and/or research interests of students and faculty. Academic support units include, but are not limited to, the Office of the Registrar, Library Services, Student Development and Services, University Technology Services and the Office of Indigenous Initiatives.

**Academic Unit:** The Department/School where the program is housed.

**Academic Quality Assurance and Planning Committee (AQAPC):** AQAPC is a committee of Senate, which is responsible for long-range academic planning, including quality assurance, in accordance with the overall academic objectives of the University, and for making recommendations to Senate as necessary and appropriate.

### **Academic Services**

Those services integral to a student's ability to achieve the program-level learning outcomes. Such services would typically include, but are not limited to, academic advising and counselling appropriate to the program; information technology, library and laboratory resources directed towards the programs; and internship, cooperative education and practicum placement services, where these experiential components are a required part of a program.

**Arm's Length External Peer Reviewer:** An arm's length peer reviewer is an external disciplinary expert who has not been a supervisor, collaborator, departmental colleague (past or present) or co-author of faculty members in the previous six years, and who does not have personal connections with members of the academic unit.

### **Degree**

An academic credential awarded on successful completion of a prescribed set and sequence of requirements at a specified standard of performance consistent with OCAV's Degree Level Expectations and the university's own expression of those Expectations and achievement of the degree's associated learning outcomes.

### **Degree Level Expectations**

Academic standards that identify the knowledge and skill outcome competencies and reflect progressive levels of intellectual and creative development, as established by OCAV. The Degree Level Expectations (as detailed in the Appendices) are the Quality Assurance Framework's link to the [Ontario Qualifications Framework \(OQF\)](#). Degree Level Expectations may be expressed in subject-specific or in generic terms. Graduates at specified degree levels (e.g., BA, MSc) are expected to demonstrate these competencies. Each university has undertaken to adapt and describe the degree level expectations that will apply within its own institutions. Likewise, academic units will describe their university's expectations in terms appropriate to their academic programs.

### **Degree Program**

The complete set and sequence of courses, combinations of courses and/or other units of study, research and practice prescribed by an institution for the fulfillment of the requirements for each particular degree.

### **Desk Audit**

The process associated with the Audit Team's auditing of documents that have been submitted for a university's audit, as required as a preliminary step of the Cyclical Audit. A desk audit is one part of the process to determine an institution's compliance with its own IQAP and/or the Quality Assurance Framework.

### **Desk Review**

A review of a New Program Proposal or Self-Study conducted by external reviewers that is conducted independently of the university (i.e., does not typically include interviews or in-person or virtual site visits). Such a review may, with the agreement of both the external reviewers and the Provost, replace the external reviewers' in-person or virtual site visit in the New Program Approval process and Cyclical Program Review process for certain undergraduate and master's program reviews.

### **Diploma Program**

The complete set and sequence of courses, combinations of courses and/or other units of study prescribed by a university for the fulfillment of the requirements for each particular for-credit or not-for-credit undergraduate and graduate diploma. Not-for-credit and for-credit undergraduate or post-graduate diploma programs are not subject to approval or audit by the Quality Council. The Quality Council recognizes three types of Graduate Diplomas, with specific appraisal conditions applying to each. In each case, when proposing a new graduate diploma, a university may request an Expedited Approval process. All such programs, once approved, will be subject to the normal cycle of program reviews, typically in conjunction with the related degree program.

- **Type 1** – Awarded when a candidate admitted to a master's program leaves the program after completing a prescribed proportion of the requirements.
- **Type 2** – Offered in conjunction with a master's or doctoral degree, admission to which requires that the candidate be already admitted to the master's or doctoral program. This represents an additional, usually interdisciplinary, qualification.
- **Type 3** – A stand-alone, direct-entry program, generally developed by a unit already offering a related master's or doctoral degree and designed to meet the needs of a particular clientele or market.

### **Expedited Approval**

Generally, approvals are granted in a shorter time span with less required documentation. The Expedited Protocol requires submission to Quality Council of the proposed program change/new program and the rationale for it. This process does not require the use of external reviewers.

### **Field**

In graduate programs, an area of specialization or concentration that is related to the demonstrable and collective strengths of the program's faculty and to a new or existing program. Universities are not required to declare fields at either the master's or doctoral level.

### **Focused Audit**

A close examination of a specific aspect of an institution's quality assurance processes and practices that have not met the standards/requirements set out by the Quality Council in the QAF or in the institution's IQAP. A Focused Audit does not replace a Cyclical Audit.

### **Graduate Level Course**

A course offered by a graduate program and taught by institutionally approved graduate faculty, where the learning outcomes are aligned with the Graduate Degree Level Expectations and most students are registered as graduate students.



### **Inter-Institutional Program Categories**

For the following categories, the Protocol for New Program Approvals or the Protocol for Major Modifications will be used, as appropriate, and Quality Council's Cyclical Program Review Processes will apply to all elements of those programs as offered by all partner institutions involved.

- **Conjoint Degree Program** – A program of study, offered by a postsecondary institution that is affiliated, federated or collaborating with a university that is approved by the University's Senate or equivalent body, and for which a single degree document signed by both institutions is awarded.
- **Dual Credential/Degree Program** – A program of study offered by two or more universities or by a university and a college or institute, in which successful completion of the requirements is confirmed by a separate and different degree/diploma document being awarded by each of the participating institutions.
- **Joint Degree Program** – A program of study offered by two or more universities or by a university and a college or institute in which successful completion of the requirements is confirmed by a single degree document.

### **Major Modification**

A 'significant change' in the program requirements, intended learning outcomes and/or human and other resources associated with a degree program or program of specialization as defined by the university. Major modifications typically include, but are not limited to, one or more of the following:

- Requirements that differ significantly from those existing at the time of the previous cyclical program review;
- Significant changes to the program-level learning outcomes that do not, however, meet the threshold of a new program;
- Significant changes to the program's delivery, including to the program's faculty and/or to the essential physical resources as may occur, for example, where there have been changes to the existing mode(s) of delivery (e.g., different campus and/or online / hybrid delivery – see below);
- Change in program name and/or degree nomenclature, when this results in a change in learning outcomes; and/or
- Addition of a single new field to an existing graduate program. Note that universities are not required to declare fields for either master's or doctoral programs. Note also that the creation of more than one field at one point in time or over subsequent years may need to go through the Expedited Protocol.

### **Microcredentials**

A designation of achievement of a coherent set of skills and knowledge, specified by a statement of purpose, learning outcomes, and strong evidence of need by industry, employers, and/or the community. They have fewer requirements and are of shorter duration than a qualification and focus on learning outcomes that are distinct from diploma/degree programs. While requiring recognition in the IQAP, proposals for the introduction or modification of a microcredential do not require reference to the Quality Council unless they are part of a New Program.

### **Mode of Delivery**

The means or medium used in delivering a program (e.g., lecture format, distance, online, synchronous/asynchronous, problem-based, compressed part-time, multi-campus, inter-institutional collaboration or other non-standard forms of delivery).

### **New Program**

Any degree credential or degree program (within an existing degree credential), currently approved by Senate or

equivalent governing body that has not been previously approved for that institution by the Quality Council, its predecessors, or any intra-institutional approval processes that previously applied. A change of name, only, does not constitute a new program; nor does the inclusion of a new program of specialization where another with the same designation already exists (e.g., a new honours program where a major with the same designation already exists). For the purposes of the Quality Assurance Framework, a 'new program' is brand-new; the program has substantially different program objectives, program requirements and program-level learning outcomes from those of any existing approved programs offered by the institution.

### **Options, Minor, Specialization, and Streams**

An identified set and sequence of courses and/or other units of study, as well as research and practice within an area of disciplinary or interdisciplinary study that are completed on an optional basis in partial fulfillment of the requirements for the awarding of a degree, and that may be recorded on the graduate's academic record. While requiring recognition in the IQAP, proposals for their introduction or modification do not require reference to the Quality Council unless they are part of a New Program.

### **Professional Master's Program**

Typically, a professional master's degree is a terminal degree that does not lead to entry into a doctoral program. Such programs are designed to help students to prepare for a career in specific fields such as occupational therapy, physical therapy, finance or business among others. A professional master's degree often puts a great deal of focus on real-world application, with many requiring students to complete internships or projects in their field of study before graduation. In contrast, a research master's degree provides experience in research and scholarship and may be either the final degree or a step toward entry into a doctoral program.

### **Program**

For purposes of this policy, 'Program' will refer to all undergraduate and graduate degree programs, as well as for-credit graduate diploma programs.

### **Program-Level Student Learning Outcomes**

Clear and concise statements that describe what successful students should have achieved and the knowledge, skills and abilities that they should have acquired by the end of the program, however an institution defines 'program' in its IQAP. Program-level student learning outcomes emphasize the application and integration of knowledge – both in the context of the program and more broadly – rather than coverage of material; make explicit the expectations for student success; are measurable and thus form the criteria for assessment/evaluation; and are written in greater detail than program objectives. Clear and concise program-level learning outcomes also help to create shared expectations between students and instructors.

### **Program Objectives**

Clear and concise statements that describe the goals of the program, however an institution defines 'program' in its IQAP. Program objectives explain the potential applications of the knowledge and skills acquired in the program; seek to help students connect learning across various contexts; situate the program in the context of the discipline as a whole; and are often broader in scope than the program-level learning outcomes that they help to generate.

### **Program of Specialization** (e.g., a Major, Honours Program, Concentration)

An identified set and sequence of courses, and/or other units of study, research and practice within an area of disciplinary or interdisciplinary study, completed in full or partial fulfillment of the requirements for the awarding of a degree and is recorded on the graduate's academic record.

- A program constitutes complete fulfillment of the requirements for the awarding of a degree when the program and degree program are one and the same.
- A program constitutes 'partial' fulfillment of the requirements for the awarding of a degree when the

program is a subset of the degree program. Typically, a bachelor's degree requires the completion of a program of specialization, often referred to as a major, an honours program, a concentration or similar designation.

### **Quality Council**

The Ontario Universities Council on Quality Assurance (the Quality Council) is an arm's length body designed to ensure rigorous quality assurance of university undergraduate and graduate programs. The Quality Council is responsible for the approval of new undergraduate and graduate programs, as well as auditing each university's quality assurance processes on an eight-year cycle. The NU-IQAP will be ratified by the Quality Council.

### **Undergraduate Certificate**

A short form credential that forms a coherent program of study organized around a clear set of learning outcomes. Undergraduate certificates are comprised of undergraduate level academic content at least 15 credits. While requiring recognition in the IQAP, proposals for the introduction or modification to an undergraduate certificate do not require reference to the Quality Council unless they are part of a New Program.

### **Virtual Site Visit**

The practice of conducting all required elements of the external reviewers' site visit using videoconferencing software and/or other suitable platforms. A virtual site visit will still include elements such as virtual meetings with students, faculty and other stakeholders. It may also include remote attendance at performances or events, and virtual facility tours. A virtual site visit may replace an in-person site visit for certain undergraduate and master's program, with agreement from both the external reviewers and the Provost.

# Nipissing University

## Report of the By-laws and Elections Committee

November 14, 2023

There was a meeting of the By-laws and Elections Committee on November 14, 2023 at 3:00 p.m. in F307 and via Teams conference.

Present: T. Sibbald (Chair), A. Graff, D. Hay, D. Tabachnick, R. McIntee

Regrets: T. Horton

Recording Secretary: S. Landriault

Motion 1: Moved by D. Tabachnick, seconded by A. Graff that the agenda of the November 14, 2023 By-laws and Elections Committee meeting be approved.  
CARRIED

Motion 2: Moved by R. McIntee, seconded by D. Hay that the Report of the May 25, 2023 By-laws and Elections Committee meeting be accepted.  
CARRIED

### Business Arising From the Report

In follow up to communication received following the last By-laws and Elections Committee meeting regarding Librarians serving on Senate Standing Committees, it was noted that the By-laws had been revised to allow full-time Instructor Representative Senators and Librarian Senators to serve on the Academic Appeals and Petitions Committee, the Academic Curriculum Committee and the Teaching and Learning Committee. As Librarians don't belong to a faculty, there is no procedure for allocation and election to these committees. Following a discussion regarding the procedure for electing Librarians to Senate Standing Committees, the PVPA advised that she will draft language to be discussed further at the next By-laws Committee meeting.

Motion 3: Moved by R. McIntee, seconded by D. Tabachnick that the amendment of the Senate By-laws as listed below be accepted and forwarded to the Senate Executive Committee for inclusion as a Notice of Motion in the December 8, 2023 Senate agenda.  
CARRIED

A draft of the revised Senate By-laws document was provided for information purposes. The document included revisions previously discussed and agreed upon at the January 19, 2023 By-laws and Elections Committee meeting. Many of the revisions were considered non-substantive, housekeeping matters. A summary of the proposed revisions is listed below showing changes in bold and strikethrough:

- Provost and Vice-President, Academic ~~and Research~~-(PVPAR)
- ~~Dean of~~ **Associate Vice-President, Research, Innovation and** Graduate Studies (AVPRIGS)
- ~~Dean of Teaching~~ **Dean of Education and Professional Studies**
- Senate Standing Committees and faculty voting clarification - Members elected by Faculty Council not Senate (except for the Joint Committee of the Board and Senate on Governance and the Senate Budget Advisory Committee)
- 4.4 ~~Annual~~ Election Procedures for Instructor Representatives
- 7.6(b) If a candidate ~~from one of the two faculties~~ cannot be found to fill a Senate committee position, ~~then nominations from the floor will be accepted~~ **the position will remain vacant until filled**
- 9.0 Annual Standing Committee Election Process (**except the Joint Committee of the Board and Senate on Governance and the Senate Budget Advisory Committee**)
- 9.0(a) Senate standing committee members shall be elected annually, **preferably in April**, by respective faculty councils with the exception of student Senators
- 9.0(d) ~~During April of each year, the faculty councils shall begin preparing a slate of faculty (Senators and non-Senators) for the various standing committees and present the slate in time for the May Senate meeting;~~
- 9.0(e) ~~If a candidate from one of the two faculties cannot be found, then the vacant position can be filled from the other faculty for that Senate year only.~~
- 9.8(b)(i) three (3) faculty Senators, **preferably at least one from each Faculty**

## Research Committee Revised Terms of Reference

The Associate Vice-President, Research, Innovation and Graduate Studies (AVPRIGS) provided the following revisions recommended by the Research Committee. The revisions are noted in bold and strikethrough.

Motion 4: Moved by D. Tabachnick, seconded by R. McIntee that the amendment of Senate By-laws Article 9.9 as listed below, be accepted and forwarded to the Senate Executive Committee for inclusion as a Notice of Motion in the December 8, 2023 Senate agenda.  
CARRIED

Rationale: As the Research Committee serves to advise the Provost and Vice-President, Academic (PVPA), it would be more equitable for the PVPA to not be a voting member of the Committee. The current terms of reference allow for the PVPA to vote on recommendations to the PVPA. The PVPA may continue to attend Research Committee meetings moving forward and would still receive recommendations but would not be counted towards quorum or vote on matters of the Research Council.

### 9.9 Research Committee

- (a) *Ex Officio* Members:
  - (i) the ~~Dean~~ **Associate Vice-President, Research, Innovation and Graduate Studies** who shall be Chair;
  - (ii) ~~the PVPA~~
  - (iii) the Executive Director of Library Services, or designate;
  - (iv) one student Senator from NUSU Executive;
  - (v) one (1) graduate student representative.
- (b) Members Elected by Faculty Council:
  - (i) four (4) Faculty members, **two from each Faculty**, elected by ~~Senate~~ for a three (3) year term, one of whom shall be elected as Vice-Chair;
- (c) Terms of Reference:
  - (i) to engage in on-going advice on all matters related to research, including but not limited to research planning, policies, and support;
  - (ii) to recommend to Senate research polices appropriate to the University;
  - (iii) to review and update on a regular basis, the Nipissing University Research Plan and to recommend the Plan to Senate;
  - (iv) to advise the Provost and Vice-President Academic ~~and Research~~ and report to Senate on issues relating to the external granting agencies that provide funding to the University;
  - (v) to evaluate applications for internal research funding, assess all requests and make recommendations to the Provost and Vice-President Academic ~~and Research~~ regarding the allocation of such funds;
  - (vi) to review requests for, and recommend the formation of, research centres and institutes in accordance with University policy;
  - (vii) to provide advice and direction, as necessary or when called upon to do so, to the Provost and Vice-President Academic ~~and Research~~, the Vice-President responsible for Finance and Administration and others on matters related to research support, including resources, infrastructure, accounts and the needs of faculty and students;
  - (viii) to provide written reports to Senate on its meetings as well as an Annual Report. Recommendations intended for Senate should be clearly stated and accompanied by an adequate rationale;
  - (ix) to deal with such matters relating to research as may be assigned from time to time by the Provost and Vice-President Academic ~~and Research~~ or by Senate.

## Proposed New Terms of Reference of the Senate Budget Advisory Committee

The proposed new terms of reference for the Senate Budget Advisory Committee submitted by the Ad Hoc Senate Committee for Redrafting the Terms of Reference of the Senate Budget Advisory Committee were provided and discussed. Changes to the membership and the terms of reference are noted below in bold and strikethrough.

Motion 5: Moved by D. Tabachnick, seconded by D. Hay that the amendment of Senate By-laws Article 9.10 as listed below, be accepted and forwarded to the Senate Executive Committee for inclusion as a Notice of Motion in the December 8, 2023 Senate agenda.  
CARRIED

9.10 Senate Budget Advisory Committee (Recommendation 3.1 Special Governance Committee)

- (a) Ex Officio Members
  - ~~(i) the PVPAR (Chair)~~
  - ~~(ii) the Vice-President, Finance & Administration;~~
  - (i) **two (2)** Deans, appointed by the PVPAR;
  - (ii) one (1) Student Senator from the NUSU Executive;
- (b) Members elected by Senate:
  - (i) ~~three (3)~~ **four (4)** Faculty Senators (at least one from each Faculty).
- ~~(c) Terms of Reference~~
  - ~~— (i) to consider the financial position of the University and to make recommendations to Senate on budget planning;~~
  - ~~— (ii) to make recommendations to Senate on the details of the annual university operating budget as it pertains to the allocation of resources for academic purposes;~~
  - ~~— (iii) to provide input into long-range planning within the context of the Academic Plan;~~
  - ~~— (iv) to convey recommendations from Senate on the annual operating budget and long-term financial plans to the Board of Governors which has ultimate fiduciary responsibility for the University;~~
- (c) Terms of Reference
  - (i) to develop a workplan consequent upon key dates in the budgetary process, meetings of the Audit & Finance Committee (Board of Governors), and meetings of Senate with the workplan, amended as necessary, presented to Senate at its first meeting in each academic year;
  - (ii) to receive regular updates from the Provost and Vice-President, Academic (PVPA), the Vice-President, Finance & Administration (VPFA), and/or other administrative officials, about the budget process and the university's financial position;
  - (iii) to provide advice on and make recommendations to Senate as well as to the PVPA and the VPFA on the annual allocation of budgetary resources for academic purposes;
  - (iv) to provide input into and advise Senate about long-range planning on the allocation of resources for academic purposes within the context of the Academic Plan;
  - (v) to receive regular updates from the PVPA or other administrative officials and to provide advice on and recommendations to Senate and the PVPA about financial issues affecting academic programming.
  - (vi) to advise Senate on recommendations from Senate to the Board of Governors on the annual operating budget and the university's long-term financial plans for academic purposes, recognising that the Board of Governors has the ultimate fiduciary responsibility for the University;
  - (vii) to deal with such matters as may be assigned from time to time by Senate.

Respectfully submitted,  
*Original signed by:*

Dr. Tim Sibbald  
Chair  
By-Laws and Elections Committee

Motion 1: That Senate receive the Report of the By-laws and Elections Committee dated November 14, 2023.

<b>Policy Name:</b>	Digital Learning Resources and Field Trips		
<b>Policy No:</b>		<b>Approval Authority:</b>	Provost and Vice-President, Academic Vice-President, Finance and Administration
<b>Volume:</b>		<b>Responsible Executive:</b>	Provost and Vice-President, Academic
<b>Chapter:</b>		<b>Responsible Office:</b>	Office of the Provost and Vice-President, Academic
<b>Originally issued:</b>	August 2020	<b>Revisions:</b>	November 2023

### Policy Statement

Nipissing University respects the authority of the Ministry of Colleges and Universities (MCU) to regulate fees that universities charge to students. Fees charged in addition to tuition are governed through the Ministry’s ancillary fee protocol to ensure that students are treated fairly and given assurances that additional costs for digital learning resources and field trips have been reviewed and weighed against alternative pedagogical choices.

Nipissing University aims to strike an appropriate balance between the desires to incorporate technology enabled learning and the expense that these resources represent to students. Mindful of the cost of education, instructors should endeavor to keep the total costs of all learning resources used in any course at a level that students can reasonably afford.

### Reason for Policy

In December 2013, MCU revised their Tuition Fee Framework and Ancillary Fee Guidelines for Publicly-Assisted Universities to introduce a compulsory non-tuition-related ancillary fee “levied to cover the costs of items which are not normally paid for out of operating or capital revenue” and required Ontario universities to adopt policies to ensure alignment with the Guidelines.

In 2019, MCU revised their Tuition Fee Framework and Ancillary Fee Guidelines. The revisions to the policy reflect the University’s ongoing commitment to align with the Guidelines.

### Policy Applies to

- All academic units of the university and applies to all courses offered for credit towards degree programs in any delivery mode (e.g. in-person, online, hybrid, asynchronous, etc.)

### Who Should Read this Policy

- Deans, directors, and division heads
- All faculty and teaching support staff

## Contacts

- Dean, EPS
- Dean, A&S

## Definitions

**Digital Learning Resource (DLRs)** refers to digital resources such as applications (apps), software, programs, or websites that engage students in learning activities and support students' learning goals.

**Field Trip:** an event or activity where students leave the university grounds for the purposes of curriculum-related study (part of the classroom experience), or outdoor education. These trips range from a few hours during the school day to extended overnights and even out of province or country.

## The Policy

### 1. Digital Learning Resources

The Ministry acknowledges the contribution that Digital Learning Resources make to the quality of teaching and learning, including support for adaptive learning and formative assessment.

1.1. Instructors may choose to use physical and/or digital textbooks that have bundled software or online access to additional learning resources used in assessment, as a supplement to instruction and/or assessment.

### 2. Assessment instruments within Digital Learning Resources

2.1. MCU considers the payment of tuition as supporting the cost of instruction and assessment. Where a course or program relies substantially on instruction or assessments that are included with a learning resource, such as an online textbook, the following conditions apply:

2.1.1. When DLRs support the learning objectives of the course, instructors may use learning resources provided by third-party vendors for assessments (such as simulations, online quizzes and other interactive assignments) provided that:

- a. the functionality is not reasonably available through University-supported tools (e.g., the learning management system, currently Blackboard Ultra);
- b. the cost of these resources to a student is no more than \$100 in total, before taxes, for a single term three-credit course, and assessments that require use of these resources constitute 20% or less of the final grade in the course.
- c. Instructors clearly communicate details concerning the use of third-party digital resources for assessment in their course outlines.

2.1.2. Further Clarification

- a. The cost limit applies only to resources that each student in the course must purchase in order to complete assignments, tests, quizzes, exams, or other graded assessments (i.e., students are not able to share or borrow or otherwise obtain access to the resource).

**The cost limit does not apply to required textbooks.** When instructors include a textbook, digital or paper-based, as required in the course syllabus,



it is understood that it is access to the material *within* the textbook that is required. Students can choose to access this content through a variety of means, including purchasing older editions (when content has not changed materially) or alternative texts, sharing a text with a classmate, or accessing copies through the library (when available).

- b. If the cost of DLRs required for a course exceeds \$100, or the total grade value of assessments that rely on the DLRs exceeds 20%, the instructor must provide students with a no-fee assessment alternative that gives students an equitable opportunity to demonstrate their knowledge. For example, this can take the form of alternative assignments, tests or quizzes (which could be online, but at no cost to students), or access to the DLRs used for assessment through on-campus computer labs at no cost to students.
- c. It is increasingly common that (print or digital) textbooks come bundled with learning resources that instructors can choose to use in assessment. The cost of this bundle is often less than the costs of the textbook and the extra resources purchased separately. Instructors can list such a bundle as a “required text” provided that the resource to be used for assessment is available to students separately and the cost of the assessment portion of the bundle is no more than the stated limit. If the learning resources are not available separately, the entire bundle should be within the cost limit of \$100 and the total value of the assessment being no more than the stated limit.
- d. If it is generally expected that a required learning resource will again be required in a subsequent course, the cost of this learning resource can be averaged over the courses, subject to the Dean’s approval. For example, if Subject 101 and Subject 102 are both required to be completed in a given program and the same DLRs are required in both courses, and no additional resources are required for Subject 102, the cost limit would in effect be \$200 for Subject 101. [N.B. Some DLRs time limit access to the resource. If a DLR is expected to be available for use over time in multiple courses, the instructor(s) should document that this is practically possible given the terms and conditions of use of the resource.]
- e. These guidelines do not apply to physical learning resources that become the property of the student and are retained beyond the completion of the course, and the dollar limit described above does not include these costs. Examples include:
  - a student response device, such as a clicker;
  - learning resources such as art supplies, nursing kits, and laboratory equipment (e.g., lab coats, goggles).

## 2.2. Exceptions to 2.1.1

- 2.2.1. The Dean may grant exceptions under any of the following provisions. When such an exception to these guidelines is granted, instructors will note in the course syllabus and provide a rationale. When the exception is to the cost limit, a suitable no-cost option, as described above, must be available to students.
- 2.2.2. Exceptions to the cost and grade limit can be made when DLRs (such as software) are an integral part of the content of the course (e.g., purchasing programming tool X in a course on “Programming in X”). Such exceptions must be approved by the Dean

of the Faculty (or delegate, i.e., at the Dean's discretion, an Associate Dean or the Chair/Director).

2.2.3. Exceptions to the percentage limit can be made when the learning resource is a tool that allows students to complete assessments, but the assessment questions or tasks are generated by the instructor (or by a group of Nipissing University instructors), rather than the instructor employing assessments designed outside of the institution, (e.g., questions selected from an exam bank provided by a third party). For instance, Mobius is a tool often used this way. Such exceptions must be approved by the Dean of the Faculty (or their delegate).

2.2.4. Deans (or their delegate) may grant other exceptions to these guidelines provided that:

- The cost of the learning resource or resources is less than \$200
- The percentage of graded work that requires access to those resources is no more than 35%
- The instructor has presented a compelling rationale that there is no lower-cost alternative resource that would allow the course in question to be delivered in a way that provides similar learning opportunities for students

2.2.5. A list of all such exceptions granted should be provided by the Deans (or delegates) to the PVPa annually, to facilitate ongoing monitoring of the need to update these guidelines.

**2.2.6. All exceptions must be sought and granted at least three weeks in advance of the start date of a course.**

### 2.3. DLRs as Assessment Platforms

2.3.1. Instructors using any assessment software, other than the university's approved learning management system (i.e., Blackboard) cannot view these assessments as secure online examinations. Rather, third-party assessment software must be considered as a take home exam. Per the [Policy on Final Examinations](#), instructors are responsible for scheduling the due date for any take home exam. If the take home exam is a final exam, the due date must fall within the scheduled final exam period. It is the instructor's responsibility to work with Student Accessibility Services to ensure students' testing accommodations are met. It is also the instructor's responsibility to manage any requests from students to schedule an alternate due date, if they are unable to meet the deadline due to conflicts, illness, or other extenuating circumstances.

### 2.4. Other

2.4.1. Programs may require third-party software systems and tools to enhance programming and prepare students for Provincial and National licensure examinations. These costs, where possible, will be applied over a multi-year horizon and are not capped when required by external licensure bodies.

## 3. Field Trips

3.1. Students may be charged a compulsory ancillary fee for a field trip to any location within the province of Ontario, and which is **required** for their program of study.

3.1.1. Field trip fees for required courses must cover only the reasonable, direct costs of travel and accommodation for students on required field trips.

- 3.1.2. Field trip fees for required courses are not to cover salaries, benefits or travel and accommodation for faculty.
- 3.1.3. It is prohibited to charge a tuition-related activity fee for required field trips.
- 3.1.4. Students cannot be charged compulsory ancillary fees for any component of an out-of-province compulsory field trip in a required course.
- 3.2. Students may be charged fees for **optional**, credit-earning field trips both within and outside the province of Ontario.
  - 3.2.1. Field trip fees for optional courses may cover the reasonable, direct costs of travel and accommodation for students; and/or fees for materials or services required for the field trip for which the university collects this fee through an agreement with a vendor and does not produce net revenue.
  - 3.2.2. Field trip fees charged to students for optional courses can contribute to offsetting the travel and accommodation costs of instructors or teaching assistants participating in the field trip but not their salaries and benefits. Any fees charged to students which offset instructor or teaching assistant costs must be approved by the Dean of the Faculty. Instructors are encouraged to seek financial assistance from their department or faculty in helping lower students' costs, where possible, and to make trip costing information readily available to students.
- 3.3. Instructors shall indicate as early as possible (e.g., in the course syllabus made available at the start of the term, and certainly no later than the course registration deadline) whether additional fees are associated with their courses, and the fee amount.
- 3.4. Field trips out of province and out of country may require students to incur the cost of vaccination, travel insurance, expedited return, documentation, etc. All costs should be made legible to students in advance of registration.

## **Forms and Tools**

“Tuition Fee Framework and Ancillary Fee Guidelines Publicly-Assisted Universities. Ministry of Training, Colleges and Universities. 2019-20 and 2020-21.”

<https://www.tcu.gov.on.ca/pepg/mtcu-university-tuition-framework-guidelines-mar2019-en.pdf>

**Name of Document:** Digital Learning Resources and Field Trips Policy  
<URL to be provided, when proliferated.>