Nipissing University

Minutes of the Academic Senate Meeting

May 9, 2025

10:30 a.m.

Room F210 & Zoom Videoconference

Members Present:	K. Wamsley (Chair), R. Hacquard, B. Law, N. Colborne, G. Raymer
	R. Gendron, A. Hatef, G. Phillips (Deputy Speaker), S. Renshaw, K. Srigley, T. Smith, T. Stewart, D. Tabachnick, L. Thielen-Wilson, A. Weeks
	A. Adler, J. Allison, C. Anyinam, S. Cairns, K. Ferguson, C. Greco, T. McParland, C. Ricci, A. Schinkel-Ivy, M. Sullivan, J. Thornborrow, R. Vanderlee, V. Williams
	O. Pokorny, R. Kasperavicius
	F. Couchie
	R. Hehn
	N. Botham, J. Martin, O. Remillard
Absent With Regrets:	A. Graff, D. Iafrate, N. Black, J. Abbott, L. Chen, S. Kariuki, G. McCann, N. Stevens, H. Texiera, R. Wenghofer, S. Winters, H. Zhu, C. Irwin, D. Hay, T. Horton, P. Millar, T. Sibbald, R. Veli, M. Suszter

The Senate Speaker offered a Traditional Territory acknowledgement.

Adoption of the Agenda of the Senate Meeting of: May 9, 2025

Motion 1:   Moved by K. Srigley, seconded by R. Hehn that the agenda of the Senate meeting of May 9, 2025 be adopted.
CARRIED

Adoption of the Minutes of the Senate Meeting of: April 11, 2025

Motion 2:   Moved by M. Sullivan, seconded by N. Colborne that the minutes of the Senate meeting of April 11, 2025 be adopted.
CARRIED

Business Arising From the Minutes

Motion 3:   Moved by V. Williams, seconded by K. Srigley that Senate adopt the NU-IQAP
                 New Program Proposal, Minor Revisions to the Approval Steps (pages 26-34) as
                 circulated.
                 CARRIED

Reports From Other Bodies

The President's report, appended to the minutes, noted the approval of a balanced budget for
2025-26 by the Board of Governors on April 24, 2025. The President extended his appreciation
to the Office of the Vice-President, Finance and Administration, and to all contributing units for
their efforts in achieving this outcome.

The President was also pleased to announce that Nipissing University celebrated the largest gift
towards research and knowledge translation in its history, $5 million from the Hilary and Galen
Weston Foundation. This milestone follows the outstanding work of Senator Mary Pat Sullivan,
whose leadership secured an initial $400,000 grant to support families affected by rare and
early onset dementia. He extended sincere thanks to Senator Sullivan, her team, our
advancement and support offices, and event staff, and offered heartfelt congratulations on a
project that will impact thousands across Canada.

The Provost and Vice-President Academic provided a report, which is appended to the minutes.

The Vice-President, Finance and Administration (VPFA) presented the 2025-26 Budget,
emphasizing its alignment with the Academic and Operational Plan (APOP) and the Pathways
Strategic Plan to promote financial sustainability. Key highlights included:

Financial Performance:
- Projected 2024–25 consolidated surplus of approximately $6 million, including a $5.8
  million positive variance in the Operating Fund due to increased grant revenues.
- Ancillary Fund projects a $382K deficit due to higher maintenance expenses.
- Reserves are forecasted to exceed $15 million.

2025–26 Budget Overview:
- Budgeted revenues are $1.5 million lower than 2024–25, primarily due to reduced
  international tuition.
- Grants are steady with no Northern Grant top-up assumed.
- Expenses increased by $4.8 million, largely driven by salaries and benefits.
- Consolidated surplus of $272 projected for 2025–26.

Enrolment & SEM Targets:
- Fiscal Full-Time Equivalent (FFTE) enrolments are below Strategic Enrolment Management
  (SEM) targets.
- Strategies are being developed to narrow the gap and improve tuition revenue.

Ancillary Operations:
- Growth in Extended Learning revenue through youth programming, AQ/ABQ course
  reallocation, and micro-credential offerings.
- Efforts are underway to improve the profitability of all ancillary divisions.

Capital Budget:

- Nearly $4.7 million in capital projects planned for 2025–26, funded by various sources including operating funds, donations, and renewal grants.

Ministry Oversight:
- Due to improved financial metrics, the university has moved from a medium to low action plan status under the Ministry's Financial Accountability Framework and is projected to stay at low action until 2026-27
- Annual reporting to the Ministry will continue until full compliance is achieved.

The VPFA welcomed questions and feedback. The full 2025-26 Budget Report is appended to the minutes.

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

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

Question Period

Following the announcement of the $5 million investment to support the continued development and national expansion of Rare Dementia Support Canada (RDS Canada), Professor Laurie Kruk was recognized by the Speaker and inquired about potential projects and faculty hiring. The President noted that the donation will help establish a national centre for RDS Canada, expand the care team, and develop immersive support environments using advanced technology. These efforts aim to build healthcare capacity and strengthen national and international research and education partnerships.

The President clarified that the donation is designated for operations and will not fund new faculty positions. In addition to operational support, $250,000 will fund post-doctoral fellows to support Dr. Sullivan's research and this project. Hiring, job postings, and financial administration will follow established university processes. The federal and provincial governments have also been approached to extend the project beyond the Weston Foundation's current five-year funding term, ideally in perpetuity. Additionally, Senator Sullivan has received a $750,000 CIHR grant to support related research efforts over the coming years. Divisions may pursue a CRC or fundraise for Research Chairs to further support the initiative.

Senator Sullivan also noted that the Foundation's support enables the delivery of rare dementia services and provides an opportunity to translate research discoveries into real-world impact for those affected by these dementias. The support services inform ongoing research, which is further strengthened by funding for post-doctoral fellows. This integration allows research findings to be applied in practice, enhancing both care delivery and the Centre's capacity for education and training.

In response to a question about Athletics revenue for 2024-25, the VPFA advised that final figures will not be available until financial reconciliations and analysis are completed, as current figures reflect only budgeted expenses. Budgeted transfers have increased slightly from the previous fiscal year to offset higher projected expenses through fundraising initiatives.

Regarding university spending on the Performing Arts in 2024-25, the VPFA noted that she could not provide an immediate answer, as determining the total would require a review of the relevant expense and revenue lines.

In response to an inquiry about a perceived drop in the Office of Indigenous Initiatives (OII) budget, the VPFA clarified that there has been no actual decrease. A staff leave was factored into the budget, which may give the appearance of a reduction. She also noted that the appendices reflect only the operating budget, excluding one-time grants, donations, and other external funding, which continue to support OII activities. Overall spending is expected to increase.

Regarding the vacancy in the OII Director position since mid-October, the VPFA explained that unspent salary funds contribute to the university's overall surplus.

In response to a question comparing our financial position to the significant deficits faced by other universities, and asking where future risks may lie, the VPFA explained that while we appear nimble, this is due in part to a decade of prior deficits that forced us into a rebuilding phase. While projections had been improving, the outlook has recently shifted. Our financial caution, driven by limited revenue, meant we avoided some risks but also made sacrifices, including underinvestment in infrastructure, which we are now addressing. Our smaller international student population spared us some pressures but also limited revenue opportunities.

The President added that many institutions became heavily reliant on international tuition, a dependency we avoided. A good argument was presented to the government and an extra $20 million of grant funding has been received over the past four years and this continues. However, the cost of delivering education exceeds what we collect in tuition, creating a structural funding gap. He noted that tuition models and government funding frameworks need to change to incorporate a sustainable, long-term funding solution. He also emphasized the importance of international students.

In response to a comment about the anticipated difficulty in accommodating the rise in domestic students by 2046, the President noted that universities are actively planning for this challenge. Our institution has a plan to increase domestic enrollment, supported by a government initiative to add 1,500 STEM students by 2029-30. He emphasized that system-wide expansion will be necessary and will require continued government support.

The President expressed confidence in the expertise guiding these efforts and assured that there is no need for concern at this stage. Extensive planning is already underway, and we are well-positioned for the next several years. He reaffirmed the university's commitment to continued strategic planning to ensure long-term success.

The VPFA emphasized the need for change to ensure long-term sustainability. She noted that the Efficiency Review reinforces existing efforts, and that the university is prioritizing investments in administrative efficiencies to support this work.

In response to a question about potential tuition increases, particularly in light of significant program cuts and deficits at many colleges, the VPFA advised that tuition will be increased where permitted. However, legislative and tuition framework restrictions limit where adjustments can be made. She also noted that universities operate under different conditions than colleges, which affects their financial strategies.

Reports of Standing Committees and Faculty or University Councils

Senate Executive Committee

Motion 4:   Moved by K. Wamsley, seconded by N. Botham that the Report of the Senate
                Executive Committee dated May 1, 2025 be received.
                CARRIED

Graduate Studies Committee

Motion 5:   Moved by B. Law, seconded by K. Srigley that the Report of the Graduate
                Studies Committee dated March 19, 2025 be received.
                CARRIED

Senate Research Committee

Motion 6:   Moved by B. Law, seconded by M. Sullivan that the Report of the Research
                Committee dated March 5, 2025 be received.
                CARRIED

Motion 7:   Moved by B. Law, seconded by V. Williams that the Report of the Research
                Committee dated March 14, 2025 be received.
                CARRIED

Elections

- Elect one (1) faculty Senate representative to serve as Speaker of Senate for a three-year
  (3) term effective July 1, 2025 to June 30, 2028.
  ACCLAIMED: SENATOR GYLLIE PHILLIPS

- Elect one (1) faculty Senator to serve as the Council of Ontario Universities (COU)
  Academic Colleague for a three (3) year term effective July 1, 2025 to June 30, 2028.
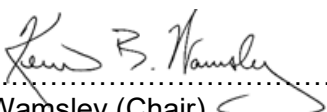 **ACCLAIMED: SENATOR CHARLES ANYINAM**

- Elect one (1) faculty Senator to serve as the Council of Ontario Universities (COU)
  Academic Colleague (Alternate) for a three (3) year term effective July 1, 2025 to June 30,
  2028. *No nominations were received. The election will be included in the June 6, 2025
  Senate agenda.*

New Business

Motion 8:   Moved by B. Law, seconded by K. Srigley that Senate grant approval to graduate
                the students who have completed their degree requirements prior to June 13,
                2025.
                CARRIED

Adjournment

Senate was adjourned at 11:22 a.m.

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K. Wamsley (Chair)   S. Landriault (Senate Secretary)

President's Senate Report
9 May 2025

Good morning Senators, a very brief report today. On April 24, the Board of Governors approved a balanced budget for 2025-26. Our thanks to the office of the Vice-President Finance and Administration and to all of our units for their work.

On Wednesday of this week, we hosted members of our internal and external community to celebrate the largest gift towards research and knowledge translation in Nipissing University history. For those not familiar with the context of this gift, we congratulate Senator Mary Pat Sullivan for her outstanding work which led to an initial $400,000 grant from the Hilary and Galen Weston Foundation. The emerging project provided support to families whose member experienced rare and early onset dementia, primarily in an online platform. Mary Pat's team which included students on placement eventually reached 344 families with stories of success and gratitude pouring in from across Canada. Mary Pat's team and RDS was quietly developing a significant reputation among family members, caregivers, and health care professionals – and anecdotally they have been reporting back to other Nipissing University staff members that they've come into contact with at conferences and events in other provinces. The Foundation challenged us to think big and our team coalesced around the idea of creating a national hub for rare dementia supports and services in North Bay. As part of our application to the Foundation, we raised $250,000 from the Peacock Foundation gift, and committed to more than a million dollars of overhead and administrative support for the project and the promise to solicit further funding from both levels of government to sustain the project for a longer period. As you heard, the Foundation believed in the project and has generously given $5m. We have worked for more than a year on this project and I want to thank Mary Pat and her team, our advancement team, the many offices which provided support, and to our event staff which hosted this week. Most of all we congratulate Mary Pat Sullivan on this wonderful research and knowledge translation which will benefit thousands of people across Canada in the coming years.

Provost & Vice-President, Academic

Report to Senate – May 2025

PVPA's Report

1. We are at the end of the Winter 2024-25 term. And I want to commend the work of students, staff and faculty to conclude another successful term.

   Thanks you to those of you who were able to attend March Research Month events. The Office of Research Innovation and Graduate Studies supported a variety of events, including **NU360** – an opportunity for 6 faculty to each present their research in 6 minutes, **3 minute thesis (3MT) competition**, and the **Undergraduate Research Conference** which engaged the avid participation of students and faculty and was kicked off by a keynote address by Dr. Kirsten Greer in which she reflected on her life and career as an historical geographer. A special thank you to local community members Donna Backers, Chad Evans and Kathy Wilcox who served as judges for the 3MT competition.

2. The staff in the Registrar's Office and Institutional Planning are to be thanked for posting the course master in early March, for spring/summer enrollment. At April 11, 2025, we have 554 FTE in SS (466 UG, 54 GR, and 34 other). In 2024-25, we concluded SS with 628 FTE, so are anticipating exceeding last year's total final enrolment.

   The Fall/Winter course master is posted and will launch for registration in late April. We will continue to push for a February launch of the course master, so that students have the opportunity to discuss their prospective plans with their families over Reading Week. With staff restructuring, as well as procedural and technological improvements, it is the expectation that the course master for 2026-27 will launch in February 2026.

   The domestic recruitment team is undertaking a calling campaign to all students with offers. NSO is scheduled for July 3 and 4.

Domestic Snapshot	Applications	Offers	Acceptances
2025-26	6640	4273	1267[1]
2024-25	6275	3617	1007
2023-24	5852	3667	1072
2022-23	5824	3195	835

3. We have begun Annual Program Review with the goal of rolling it out to all programs by June 2025. As we have discussed, the Annual Program Review is designed to provide an annual snapshot into program health in order that we are able to assess investment and the effectiveness of innovation on the long-term sustainability of programs. (Rubrics attached).

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[1] At November 1, 2024, Nipissing University realized 1619 headcount, total new enrollment.

6. I am happy to report increasing stability in senior management positions. The Board is receiving two recommendations for academic administrative appointment committees:
   a. The Dean EPS.
   b. The Associate Dean, Arts and Science.
   c. The Associate Dean, School of Nursing is just commencing its process.

Rubric for Undergraduate Program Review

1.1 Alignment to Strategic Plan, Institutional Mission, Vision, & Values	Unsatisfactory (0)	Satisfactory (1)	Good (2)	Excellent (3)	Explanation for Self-Assessment Rating:
Is the mission statement consistent with the Institutional Act of Incorporation, Strategic Plan, mission, vision, values? • **Is the mission statement appropriate for an institution like Nipissing (primarily undergraduate, Northern, largely residential)?** • **Is the mission relevant to the needs of the community or communities serviced by the institution?** • **Is the mission explicit and legible to constituents?**	☐ *Program demonstrates little or no link to the university's missions, vision and strategic goals and makes no case for its essentiality to the university.*	☐ *Program demonstrates a strong and direct link to the university's missions, vision and strategic goals and makes a convincing case for its essentiality to the university.*			

1.2 Enrolment Goals and Retention	Unsatisfactory (0)	Satisfactory (1)	Good (2)	Excellent (3)	Explanation for Self-Assessment Rating:
What are the enrollment goals for the program? (1 year and 5 years)	☐ *Goals are vague, lacking in specificity, and not measurable.*	☐ *Goals are somewhat clear but may lack specificity or measurable outcomes.*	☐ *Goals are clear, specific, measurable, achievable, relevant, and time-bound (SMART).*	☐ *Goals are exceptionally clear, specific, measurable, achievable, relevant, and time-bound (SMART).* ☐ *Targets are well-defined and aligned with program objectives.*	
	☐ *Targets are poorly defined or absent.*	☐ *Some targets are present, but alignment with program objectives is inconsistent.*	☐ *Targets are defined and aligned with program objectives.*	☐ *Outreach and marketing strategies are innovative, comprehensive, and highly targeted. The plan includes a diverse range of effective tactics and channels.*	
	☐ *Outreach and marketing strategies are poorly defined, lacking in focus, or absent.*	☐ *Outreach and marketing strategies are present but may lack depth or consistency. Some tactics and channels are identified, but their effectiveness is questionable.*	☐ *Outreach and marketing strategies are well-defined and appropriate for the target audience. The plan includes a range of effective tactics and channels.*		
Has the first-time full time fall to fall retention rate increased (y-o-y)?	☐ *5-year avg. of Y1 to Y2 retention rate is > 2% lower than*	☐ *5-year avg. of Y1 to Y2 retention rate is within 2% of the*	☐ *5-year avg. of Y1 to Y2 retention rate is between 3% and 5% higher than the*	☐ *5-year avg. of Y1 to Y2 retention rate is > 5% higher than the institutional average.*	

See Program Review Dashboard table 1.2	*the institutional average.* ***or*** ☐ *Most recent Y1 to Y2 retention rate is > 9% lower than institutional average.*	*institutional average.*	*institutional average.*		
1.3 Curriculum	**Unsatisfactory (0)**	**Satisfactory (1)**	**Good (2)**	**Excellent (3)**	**Explanation for Self-Assessment Rating:**
Is the curriculum map up to date, clear, specific and distinct?	☐ *Not clear, coherent curriculum map.*	☐ *Clear, coherent curriculum map.*	☐ *Students have consistent access to electives and streams (courses cycled adequately, etc.).*	☐ *Elective courses outside program are encouraged, provided there is a clear link to program-level learning outcomes.*	
Does the curriculum map demonstrate a commitment to equity, diversity, inclusion, and accessibility?	☐ *Curriculum demonstrates no commitment to equity, diversity, inclusion, and accessibility.*	☐ *Curriculum designed with an eye to inclusion of students with diverse abilities and from diverse backgrounds.*	☐ *Curriculum includes consideration of decolonization and anti-racism among course learning outcomes.*	☐ *Program-level learning outcomes include consideration of decolonization and anti-racism.*	
Does the curriculum map demonstrate a commitment to flexibility, especially in support of access?	☐ *Program progression is inconsistent, incoherent, or poorly planned.*	☐ *Program progression is clear, coherent, and well-planned.*	☐ *Program accounts for non-traditional student access in progression plan (college transfers,*	☐ *Program assesses obstacles, bottlenecks that interfere with student progression at regular intervals and adjusts program design.*	

			part-time students, etc.).		
Does the curriculum map demonstrate a commitment to reasonable breadth balanced against core requirements?	☐ *Connection between program requirements and program learning outcomes is unclear.*	☐ *All program requirements are explicitly tied to program learning outcomes.*	☐ *Program requirements are necessary for program learning outcomes.*	☐ *Program requirements are thoughtfully coordinated with course-level learning outcomes.*	
Does the curriculum map demonstrate a commitment to a developmental approach to learning?	☐ *Program progression is inconsistent, incoherent, or poorly planned.*	☐ *Progression is provided through the curriculum map, the course requirements, and the sequencing and mapping of progression of PLOs and ULOs to courses.*	☐ *Program accounts for non-traditional student access in progression plan (college transfers, part-time students, etc.).*	☐ *Program assesses obstacles, bottlenecks that interfere with student progression at regular intervals and adjusts program design.*	
Does the curriculum map demonstrate a commitment to experiential, collaboration, community-based pedagogy?	☐ *Pedagogical approaches are disconnected from program learning outcomes.*	☐ *Program explicitly matches pedagogical approaches to program learning outcomes.*	☐ *Program explicitly includes a diversity of pedagogical approaches, including experiential learning opportunities.*	☐ *WIL (Work Integrated Learning) and experiential learning are explicitly integrated into program.*	
1.4 Economic Viability of the Program	**Unsatisfactory (0)**	**Satisfactory (1)**	**Good (2)**	**Excellent (3)**	**Explanation for Self-Assessment Rating:**
Enrollment Based Measurement: Is the program meeting a	☐ *Program has **fewer than 100** students spread*	☐ *Program has **between 100 and 150** students spread*	☐ *Program has **between 150 and 300** students spread*	☐ *Program has **300 or more** students spread across all years of study (3yr avg).*	

minimum enrollment requirement? • **for 4-yr UG programs, minimum 100 students and 4 FT faculty.** • **for GR programs, minimum targets are being met.** **See Program Review Dashboard table 1.4**	*across all years of study (3yr avg).*	*across all years of study (3yr avg).*	*across all years of study (3yr avg).*	
Production ratio: total credit hours as a percentage of credit hours generated by the faculty. **See Program Review Dashboard table 1.4**	☐ *Offering program relies on contingent faculty to support program delivery.*	☐ *Offering program has sufficient permanent faculty to support program delivery.* ☐ *Program has a sufficient number of students to support delivery of required and elective courses to meet student needs and program*	☐ *Offering program has a multi-year plan for cohort progression that accounts for anticipated changes in faculty complement (sabbatical, retirement...)* ☐ *Individualized study courses are required only where necessary to achieve program-learning outcomes.*	☐ *Permanent faculty have expertise in the key subdisciplines of the program, supporting delivery in all areas/courses.*	

			learning outcomes.		
Replenishment Ratio: Is the program meeting the graduating to incoming ratio. **NOTE: not all programs will meet this threshold.** **See Program Review Dashboard table 1.4**	☐ *Program consistently graduates fewer than 25 students a year.* ☐ *The incoming student to graduate student ratio is < 1.0 (3yr avg).*	☐ *Program consistently graduates between 25 to 40 students a year* ☐ *The incoming student to graduate student ratio is >=1.0 (3yr avg).*	☐ *Program consistently graduates between 40 and 75 students a year.* ☐ *The incoming student to graduate student ratio is >=1.5 (3yr avg).*	☐ *Program consistently graduates 75 or more students a year.* ☐ *The incoming student to student ratio is >=2.0 (3yr avg).*	
1.5 Competitiveness of the Academic Program	**Unsatisfactory (0)**	**Satisfactory (1)**	**Good (2)**	**Excellent (3)**	**Explanation for Self-Assessment Rating:**
Identify/Confirm three to five directly related CIP Codes that can be used for forecasting and trends analysis. **Some suggestions are pre-populated in Program Review Dashboard table 1.5** **Consult: Statscan CIP 2021 Guide (hyperlinked)**	☐ *Programs have not completed an environmental scan of similar programs offered in at universities in Ontario.*	☐ *Programs have completed an environmental scan and maintain an ongoing index of similar programs offered at universities across Ontario.*	☐ *Programs have completed an environmental scan and maintain an ongoing index of similar programs offered at universities and colleges in Canada.*	☐ *Programs have completed an environmental scan and maintain an ongoing index of similar programs offered at universities Internationally.*	

Are students joining this program instead of similar programs (here or elsewhere)? **See Program Review Dashboard table 1.5**	☐ *Institutional enrolment (FTE) in the program represents **less than 1%** of sector enrolment.*	☐ *Institutional enrolment (FTE) in the program represents **at least 1%** of sector enrolment.*	☐ *Institutional enrolment (FTE) in the program represents **at least 2%** of sector enrolment.*	☐ *Institutional enrolment (FTE) in the program represents **at least 5%** of sector enrolment.*	
Is the academic program different and better than similar programs (here or elsewhere)? If yes, how do we articulate that difference?	☐ *Distinctive elements of program nonexistent or not reflected in statement of program purpose.*	☐ *Program is distinct from comparators and distinction is reflected in statement of program purpose.*	☐ *Distinctive elements of program give it access to desirable sector of student market.*	☐ *Distinctive elements of program result in above average sector market share.*	
What appetite is there for the program? **See Program Review Dashboard table 1.5**	☐ *Sector-wide demand for program is low or in decline.*	☐ *Sector-wide demand for program is stable and sufficient for sustainable program.*	☐ *Sector-wide demand is sufficient and growing*		
2.1 Students' Recruitment and Enrolment	**Unsatisfactory (0)**	**Satisfactory (1)**	**Good (2)**	**Excellent (3)**	**Explanation for Self-Assessment Rating:**
Does the program have a proactive recruitment agenda, supported by the Office of recruitment?	☐ *Faculty members are not involved in recruitment of students to program.*	☐ *Faculty members, in consultation with the Recruitment Offices, have*	☐ *All faculty members have and fulfill roles in recruitment strategy*	☐ *Distinctive program recruitment plan is constantly updated by faculty members using data and feedback from Recruitment Office.*	

		developed a recruitment strategy distinctive to program.	distinctive to program.		
Is the program meeting admission goals outlined in the SEM plan? **See Program Review Dashboard table 2.1**	☐ *Falls significantly short of SEM admission targets (by more than 10%).* ☐ Overall decreases in the number of ***new first time undergraduate student*** applications, acceptances and registrations ("shows") (y-o-y) ☐ Overall decreases in the number of ***undergraduate transfer student*** admissions applied, accepted and registered ("show") (y-o-y)	☐ *Achieves SEM admission targets (+/- 10%).* ☐ Mixed trends across phases (increase in some, decrease in others) in the number of ***new first time undergraduate student*** applications, acceptances and registrations ("shows") (y-o-y) ☐ Mixed trends across phases (increase in some, decrease in others) in the number of ***undergraduate transfer student*** applications, acceptances and	☐ *Surpasses SEM admission targets (by a margin of 10% or more).* ☐ Moderate ***(i.e., >5 students and >10%)*** increases across all phases in the number of ***new first time undergraduate student*** applications, acceptances and registrations ("shows") (y-o-y) ☐ Moderate ***(i.e., >5 students and >10%)*** increases across all phases in the number of ***undergraduate transfer student*** applications, acceptances and	☐ *Significantly surpasses SEM admission targets (by a margin of 20% or more).* ☐ Significant ***(i.e., >10 students and >20%)*** increases across all phases in the number of ***new first time undergraduate student*** applications, acceptances and registrations ("shows") (y-o-y)) ☐ Significant ***(i.e., >10 students and >20%)*** increases across all phases in the number of ***undergraduate transfer student*** applications, acceptances and registrations ("shows") (y-o-y)	

		registrations ("shows") (y-o-y)	registrations ("shows") (y-o-y)		
Are the graduates interested in being ambassadors for the program?	☐ *Ambassador program for graduates does not exist.*	☐ *Graduates of the program have the opportunity to participate in an organized ambassador program.*			
Are contacts established with schools in the region offering assistance and support in areas of specialization?	☐ *School contacts nonexistent or underutilized.*	☐ *Contacts established and in regular use.*			
2.2 Recent Graduates	**Unsatisfactory (0)**	**Satisfactory (1)**	**Good (2)**	**Excellent (3)**	**Explanation for Self-Assessment Rating:**
How successful are graduating students at advancing to a next degree or employment? (Where they want to go next.) • **Number of graduates employed related to their field / or not** • **What percentage of graduates are employed within 6 months of graduation?** • **What percentage of graduates are**	☐ *Graduate placement in employment or further schooling under average or untracked.*	☐ *Graduate placement in employment or further schooling consistent with average rates at Nipissing.*	☐ *Graduate placement in employment or further schooling exceeds average rates at Nipissing.*	☐ *Graduate placement in employment or further schooling exceeds average across the sector.*	

employed within 2 years of graduation? **See Program Review Dashboard table 2.2**					
2.3 Student Satisfaction and Feedback	**Unsatisfactory (0)**	**Satisfactory (1)**	**Good (2)**	**Excellent (3)**	**Explanation for Self-Assessment Rating:**
Student Feedback • **How well does the program solicit and respond to students' feedback?** • **How well does the program communicate results of feedback from students?** • **How does the program improve in its use of student feedback?**	☐ *Offering program does not consult with current and former students to obtain feedback on the program.*	☐ *Offering program consults with current and former students, including students who discontinued studies, to obtain feedback on how well their education prepared them for work they are doing including the use of Community Advisory Circles.*	☐ *Offering program has a clear evaluation plan to use student outcomes to assess program success and inform curriculum refinement.*	☐ *Offering program openly shares student outcomes and feedback data on how it is continuing to refine curriculum.*	
What are students' perceptions about key components of the program?	**[add qualitative response]**				

- **What are the students' perceptions of the program's quality?**
- **What are students' perceptions of the program's learning environment?**
- **What are the students' perception of the value of the program?**
- **What are the students' perceptions of the program preparing them for a time post-graduation?**
- **What are the students' perceptions about how the program met their expectations?**

See Program Review Dashboard table 2.2

2.4 Faculty and Staff Recruitment and Retention	Unsatisfactory (0)	Satisfactory (1)	Good (2)	Excellent (3)		Explanation for Self-Assessment Rating:
Does the program have a well-defined procedure for identifying the program need to recruit faculty and staff?	☐ *No well-defined procedure exists.*	☐ *Well-defined procedure exists.*				
Does the program/university have an established exit interview instrument and procedure to better understand the exact causes and influences that induce faculty/staff to separate from the program/university?	☐ *No exit interview instrument and procedure exist.*	☐ *Exit interview instrument and procedure exist.*				
Is the program satisfied with the retentional rate of faculty/staff?	☐ *Retention rate unsatisfactory.*	☐ *Retention rate satisfactory.*				
2.5 Admin and Technical Support	Unsatisfactory (0)	Satisfactory (1)	Good (2)	Excellent (3)		Explanation for Self-Assessment Rating:
Does the program have sufficient qualified and skilled administrative support?	☐ *Administrative support unqualified or otherwise inadequate.*	☐ *Administrative support adequate.*				
Does the program have sufficient qualified and skilled technical support?	☐ *Tech support unqualified or*	☐ *Tech support adequate.*				

	otherwise inadequate.				
2.6 IT and Facilities Infrastructure	**Unsatisfactory (0)**	**Satisfactory (1)**	**Good (2)**	**Excellent (3)**	**Explanation for Self-Assessment Rating:**
Classroom infrastructure is sufficient to support student learning and program effectiveness.	☐ *Classroom infrastructure is inadequate (Please elaborate).*	☐ *Classroom infrastructure is adequate.*		☐ *Classroom infrastructure easily accommodates new approaches to learning and new technology.*	
Laboratory infrastructure is sufficient to support student learning and program effectiveness.	☐ *Lab infrastructure is inadequate (Please elaborate).*	☐ *Lab infrastructure is adequate.*		☐ *Lab infrastructure easily accommodates new approaches to learning and technology.* ☐ *Lab infrastructure allows for sufficient time to work independently or unsupervised during off hours.*	
The IT infrastructure is sufficiently robust, scalable, and efficient to support the academic program.	☐ *IT infrastructure inadequate (Please elaborate).*	☐ *IT infrastructure adequate.*		☐ *IT infrastructure easily accommodates new approaches to learning and new technology.*	
2.7 Library Support Satisfaction and Feedback	**Unsatisfactory (0)**	**Satisfactory (1)**	**Good (2)**	**Excellent (3)**	**Explanation for Self-Assessment Rating:**
The library resources and information literacy supports are sufficient.	☐ *Library resources inadequate.*	☐ *Library resources adequate.*			
The library resources and budget allocation contribute to program effectiveness.	☐ *Library resource investment poorly planned.*	☐ *Multi-year plan for library resources and budget allocation reflects program needs.*			

2.8 Marketing and Communication	Unsatisfactory (0)	Satisfactory (1)	Good (2)	Excellent (3)		Explanation for Self-Assessment Rating:
Is the program represented effectively on the website/social media/print collateral and why?	☐ Poor marketing and communication.	☐ Program consults with marketing to develop and implement clear strategy.				
2.9 Budget Allocation	Unsatisfactory (0)	Satisfactory (1)	Good (2)	Excellent (3)		Explanation for Self-Assessment Rating:
Is the budget allocated based on program needs?	☐ Budget allocation indicates poor evaluation of program needs.	☐ Budget allocation reflects program needs.				
3.1 Research Culture	Unsatisfactory (0)	Satisfactory (1)	Good (2)	Excellent (3)		Explanation for Self-Assessment Rating:
Has the right environment for faculty to balance teaching and research been established? The University has established and clear policies to provide active researchers with appropriate teaching load/release time to establish their research	☐ Faculty members in program are not able to balance teaching and research, with the majority demonstrating very low level of research productivity.	☐ Majority of faculty members in the program are demonstrating a low level of research productivity while on a teaching-intensive or regular teaching load.	☐ Some faculty members in the program are demonstrating high research productivity while on a research-intensive or regular teaching load. ☐ Some faculty (10-30%) are on a	☐ Majority of faculty members in the program are demonstrating high research productivity while on a research-intensive or regular teaching load. ☐ More than a 30% of faculty are on a research-intensive load.		

agenda and conduct research in their area of expertise.	☐ No faculty members are on a research-intensive load.	☐ Few faculty (less than 10%) are on a research-intensive load.	research-intensive teaching load.		
Faculty are integrating research in their courses and classrooms.	☐ Faculty members do not integrate students into research, nor do they integrate their research into courses and classrooms.	☐ Students have opportunities to support faculty in research and/or faculty sometimes integrate their research into courses and classrooms.	☐ Student participation in faculty research is sometimes integrated into the program and/or faculty regularly integrate their research into courses and classrooms.	☐ Student participation in faculty research is often integrated into the program and/or faculty regularly integrate their research into courses and classrooms.	
3.2 Alumni Relations	Unsatisfactory (0)	Satisfactory (1)	Good (2)	Excellent (3)	Explanation for Self-Assessment Rating:
Does the university have a well-established alumni service office which the program accesses? Alumni are serving as mentors, volunteers, ambassadors and advocates for the program/university. Alumni are participating in university's governance,	☐ Program does not access alumni service office. ☐ Alumni do not serve as mentors, volunteers, ambassadors, and advocates for the program/university.	☐ Program rarely (once every 12+ months) accesses alumni service office. ☐ Alumni rarely (1 or 2 times a year) serve as mentors, volunteers, ambassadors, and	☐ Program sometimes (approximately 1 – 2 times a year) accesses alumni service office. ☐ Alumni sometimes (approximately 3 – 4 times a year) serve as mentors, volunteers,	☐ Program regularly (more than twice a year) accesses alumni service office. ☐ Alumni regularly (semi-monthly or monthly – 6 to 12 times a year) serve as mentors, volunteers, ambassadors, and advocates for the program/university. ☐ Alumni regularly (more than twice a year) attend recruitment / graduation events, attend lectures/events as speakers, serve as a	

assist with recruitment, serve as guest speakers, and serve as a resource to faculty and current students.	☐ Alumni do not attend recruitment / graduation events, attend lectures/events as speakers, serve as a resource to students and faculty in the program.	advocates for the program/university. ☐ Alumni rarely (once every 12+ months) attend recruitment / graduation events, attend lectures/events as speakers, serve as a resource to students and faculty in the program.	ambassadors, and advocates for the program/university. ☐ Alumni sometimes (approximately 1 – 2 times a year) attend recruitment / graduation events, attend lectures/events as speakers, serve as a resource to students and faculty in the program.	resource to students and faculty in the program.	
3.3 Government and Industry	**Unsatisfactory (0)**	**Satisfactory (1)**	**Good (2)**	**Excellent (3)**	**Explanation for Self-Assessment Rating:**
Local employers and members of professions or NGOs are invited to join appropriate advisory committees (Please elaborate if not applicable).	☐ Employers and members of professions or NGOs related to the program's discipline are not invited or represented on an advisory committee.	☐ At least one Employer or member of profession or NGO related to the program's discipline is invited or is represented on an advisory committee.	☐ At least 2 Employers and members of professions or NGOs related to the program's discipline are invited or are represented on an advisory committee.	☐ Three or more Employers and members of professions or NGOs related to the program's discipline are invited or are represented on an advisory committee.	
3.4 Community	**Unsatisfactory (0)**	**Satisfactory (1)**	**Good (2)**	**Excellent (3)**	**Explanation for Self-**

					Assessment Rating:
The commitments of the program are defined in a way that reflects the community or communities within which the university operates. **The contributions to the community made by faculty in the program are recorded and reported upon an annual basis.** **Initiatives in working with the community are coordinated with responsible programs in the university to avoid duplication and possible confusion.**	☐ *The commitments of the program do not reflect an awareness of EDIA* ☐ *The contributions of faculty members to the community are not recorded or reported upon.* ☐ *The program does not coordinate their community activity with any other programs at the university.*	☐ *Some of the commitments of the program reflect an awareness of EDIA* ☐ *The contributions to the community of less than half of faculty members in the program are recorded and reported upon annually (ex. Through the annual reports submitted to the Dean).* ☐ *The program rarely coordinates their work in the community with other programs at the university who are involved in similar community work (ex.*	☐ *Most of the commitments of the program reflect respect and commitment to EDIA and some program components demonstrate this.* ☐ *The contributions to the community of at least half of faculty members in the program are recorded and reported upon annually (ex. Through the annual reports submitted to the Dean).* ☐ *The program sometimes coordinates their work in the community with other programs at the university who are involved in similar community work (ex.*	☐ *The commitments of the program clearly reflect respect and commitment to EDIA and program components demonstrate this.* ☐ *The contributions to the community of all faculty members in the program are recorded and reported upon annually (ex. Through the annual reports submitted to the Dean).* ☐ *The program coordinates their work in the community with all other programs at the university who are involved in similar community work (ex. Placements, research projects, field trips).*	

	Unsatisfactory (0)	Satisfactory (1)	Good (2)	Excellent (3)	
		Placements, research projects, field trips).	*Placements, research projects, field trips).*		
In professional programs, relationships are established with local industries and employers.	☐ *The program has no relationships established with local industries and employers.*	☐ *The program has at least one established relationship with a local industry or employer, but there are related industries / employers for which relationships have yet to be developed.*	☐ *The program has several, well-established relationships with local industries and employers, but there are related industries/employers for which relationships have yet to be developed.*	☐ *The program has multiple, well-established relationships with local industries and employers, with few related industries or employers for which a relationship has yet to be developed.*	
4.1 Academic Planning	**Unsatisfactory (0)**	**Satisfactory (1)**	**Good (2)**	**Excellent (3)**	**Explanation for Self-Assessment Rating:**
The academic planning process of the program is meaningfully completed, is informed by the university's strategic plan, and academic and operational plan, and is in alignment with quality assurance and senate's requirements	☐ *Academic planning process is either incomplete, ad hoc, or inconsistently documented.* ☐ *Little to no evidence of alignment with the university's strategic or academic and operational plan.*	☐ *A basic planning process is in place, though implementation may be inconsistent.* ☐ *Some alignment with the university's strategic or academic and operational plan is apparent, but not fully articulated.*	☐ *A clear, documented planning process is used and followed consistently.* ☐ *Strong alignment with the university's strategic and academic and operational plans is evident, with goals and objectives*	☐ *Planning is conducted through a purposeful, inclusive, and transparent process, with broad constituent engagement.* ☐ *The planning process is deeply integrated with the university's strategic and academic and operational goals, reinforcing and advancing institutional priorities.* ☐ *Surpasses AQAPC and senate requirements by incorporating continuous quality improvement measures.*	

			mapped to these plans.	☐ Shows clear evidence of data-informed decision-making, consistent reviews, and demonstrable impact on both program quality and institutional objectives.	
	☐ Requirements and guidelines set by AQAPC and senate are largely unmet or ignored.	☐ Minimum requirements under AQAPC and senate guidelines are met, but with limited depth or rigor.	☐ AQAPC and senate requirements are met.		
	☐ No clear milestones or deadlines established, beyond the cyclical IQAP review.	☐ Few formal mechanisms for monitoring and review.	☐ Regularly scheduled review cycles use data to inform improvements.		
4.2 Academic Leadership	**Unsatisfactory (0)**	**Satisfactory (1)**	**Good (2)**	**Excellent (3)**	**Explanation for Self-Assessment Rating:**
The program has regular and ongoing conversations about the delivery of its program(s).	☐ Discussions about program delivery are infrequent or occur only when urgent problems arise.	☐ Conversations about program delivery take place on a semi-regular basis, such as at periodic faculty meetings.	☐ There is a clear, ongoing process for discussing program delivery (e.g., regularly scheduled program or program meetings).	☐ A well-structured and continuous cycle of dialogue on program delivery is embedded in the program's culture.	
	☐ There is no clear structure or schedule	☐ Some structure exists (e.g., a	☐ Discussions are supported by basic	☐ Diverse constituents (faculty, staff, students, external advisors/networks, institutional advisors, etc.) are engaged, and discussions are consistently evidence-based	

	for reviewing program delivery. ☐ Little to no documentation or follow-up actions result from any conversations that do occur. ☐ Constituent involvement (e.g., faculty, staff, students, community) is minimal or absent.	standing agenda item), but it may not be consistently applied. ☐ Discussions mainly focus on immediate needs rather than long-term improvement. ☐ Constituent feedback is acknowledged but not systematically gathered or used.	evidence (e.g., student feedback, course evaluations, institutional planning) and contribute to informed decision-making. ☐ Conversations involve relevant constituents, and follow-up actions are usually tracked.	(e.g., data on student outcomes, quality assurance metrics). ☐ Tracking mechanisms ensure that action items and improvements are implemented and reviewed for impact. ☐ The process demonstrates clear alignment with strategic priorities and fosters ongoing innovation.	
The program engages in strategic conversations with the Dean.	☐ The program rarely or only sporadically meets with the Dean, often on an ad hoc basis. ☐ Discussions, if they occur, lack strategic focus and	☐ The program meets with the Dean on a predictable but infrequent schedule (e.g., once per year). ☐ Conversations touch on some	☐ Regularly scheduled meetings occur, with clear agendas that include strategic and programmatic discussions. ☐ Discussions reference institutional	☐ Strategic conversations with the Dean are routine, well-documented, and deeply integrated into the program's planning cycle. ☐ Meetings are data-informed and proactively address future directions, aligning program goals with faculty and institutional priorities. ☐ Follow-up actions and continuous improvement measures are systematically	

	are primarily driven by immediate operational concerns. ☐ Little to no alignment with institutional priorities or documented action items.	strategic aspects but are typically high-level or reactive. ☐ Limited follow-up or tracking of action items connected to broader institutional goals.	priorities and inform planning or improvements. ☐ Action items are tracked, and the program makes visible efforts to align with broader institutional priorities.	tracked, reviewed, and communicated to constituents.	
The program has a clear sense of what academic leadership is and the succession plan to achieve its goals.	☐ The concept of academic leadership within the program is not clearly defined or understood. ☐ Little to no investment in developing future leaders.	☐ A basic understanding of academic leadership is acknowledged within the program, though it may be informal or loosely defined. ☐ Some informal efforts toward identifying future leaders, but no structured succession planning.	☐ A clear understanding of academic leadership roles is established, with responsibilities outlined and communicated. ☐ A formal succession plan details processes for developing and selecting future leaders. ☐ Mentorship or training opportunities exist	☐ Academic leadership is broadly and deeply understood within the program, supported by a shared vision and well-defined roles. ☐ The succession plan is transparent, and data-informed, ensuring continuity in leadership and alignment with the program's strategic objectives. ☐ Professional development and mentorship programs foster leadership capacity in the program.	

				for emerging leaders.		
4.3 Academic Governance	**Unsatisfactory (0)**	**Satisfactory (1)**	**Good (2)**	**Excellent (3)**		**Explanation for Self-Assessment Rating:**
Faculty are involved in decision making related to academic issues. **The academic program provides senate with regular program updates and modifications.**	☐ *Faculty input on academic matters is minimal or sought on an ad hoc basis or only when problems arise.* ☐ *Faculty do not regularly participate in or influence curriculum changes, program reviews, or other important academic decisions.* ☐ *Program updates to Faculty executive/council and senate are sporadic or missing entirely.*	☐ *Faculty involvement in academic decision-making occurs periodically but is largely at the final stage.* ☐ *Structures for consultation with all faculty are not consistently applied.* ☐ *Some program updates and modifications are submitted to senate, but the timing or detail may be inconsistent.*	☐ *There is a clear, regular process for involving faculty in academic decision-making (e.g., standing committees or working groups).* ☐ *Program updates and modifications are routinely provided to Faculty executive/council and senate, adhering to procedural timelines and requirements.* ☐ *Faculty perspectives are documented, and input influences program changes.*	☐ *Faculty play a central and proactive role in academic decision-making, supported by consultative processes.* ☐ *The program provides Faculty executive/council and senate with frequent, detailed updates and well-communicated program modifications.* ☐ *Discussions are evidence-based and reflect continuous engagement and improvement.*		

		☐ *Faculty feedback is acknowledged but not always clearly integrated.*			
COLUMN TOTALS					
TOTAL SCORE					

GRADUATE PROGRAM REVIEW: ANNUAL SELF-ASSESSMENT

Preamble:

The purpose of this annual program review exercise is to reflect on the current status and delivery of your graduate program, with a goal of identifying what is working well and what areas require immediate versus longer range attention. While cyclical program review (IQAP) processes provide a comprehensive review of the program over a multi-year period, it does not provide an opportunity for programs to identify and respond to challenges that can be addressed to improve student experience and program health in a shorter time frame. The annual program review is meant to help you identify what you can take action on immediately so that the program continues to evolve year to year. This is particularly important within graduate programs as master's programs are designed to have complete student turnover within 1-2 years. The relatively short graduate program duration creates an opportunity to update, re-imagine, and address challenges quickly so that elements that do not support student progression impact a minimal number of students and exciting program changes can be implemented on a short time frame to improve the student experience and respond to timely and topical challenges within our cognate disciplines and the world at large.

Instructions:

The graduate program review asks you to reflect on 5 elements of your program (adapted from Berdahl et al.'s 2024 EDITS framework), each represented by several aspects. To what extent is your program Efficient? Deliberate? Inclusive? Talent Developing? Student Focused? Each element contains 4-7 aspects. To complete the program review, there are 3 parts:

1. **Check the box(es) in the rubric** (unsatisfactory-excellent) that best represents the current state of your program for that specific dimension.
2. **Fill in the narrative to explain your self-assessment of the program's current state.** This should be evidence-based where possible. Reflect on potential data sources such as: graduate studies data in the program review dashboard, graduate studies enrollment dashboard (time to completion), program curriculum map, and the graduate program fact sheet.
3. **Complete the Prioritization section to identify your program's areas of priority and to set specific goals to address those priority areas.** Identify the areas of greatest need for attention (i.e., which element has the lowest ratings? Which dimensions of each element are rated lowest?). While filling in the prioritization tab, consider the following:
   - For each item that is rated unsatisfactory, consider what strategies can be applied to improve its rating. Are they items where action can be initiated within the program?
   - For items rated satisfactory, are there ways in which these can be improved to 'good'?
   - How might the information in the program fact sheet help to inform strategies for improving your ratings?

Graduate Program Name:

Annual Program Review Completed By:
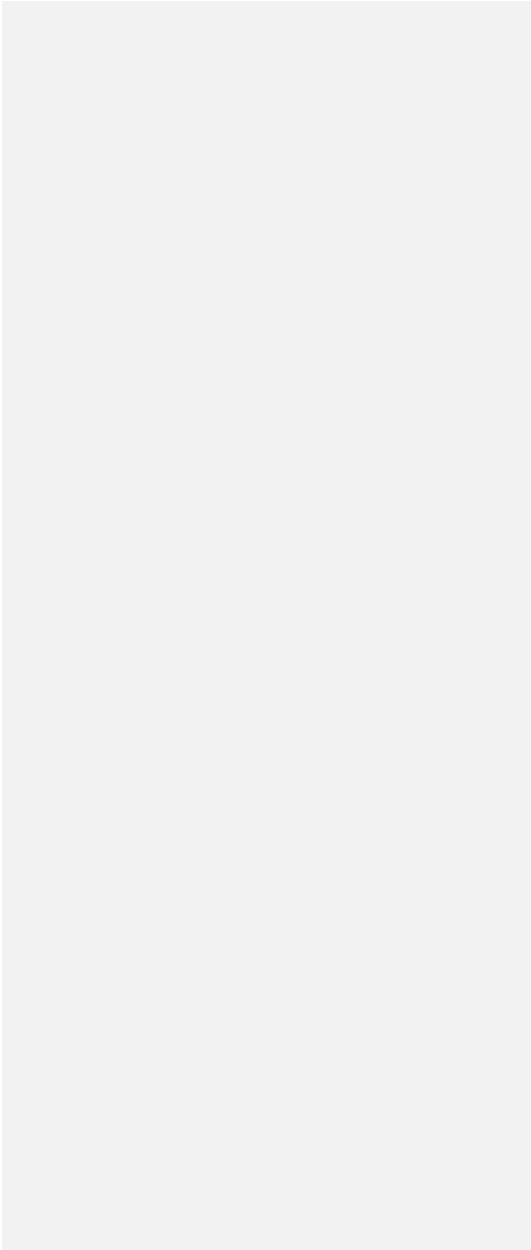
Date Submitted:

Comments:

Please provide comments that will help us to improve the forms and process of completing annual program review, as we anticipate both will evolve as we gain experience with this exercise.

Section 1: Efficient

	Unsatisfactory	Satisfactory	Good	Excellent	Explanation for Self-Assessment Rating:
Course Focus	☐ All elective grad courses are cross-listed with senior undergraduate (UG) courses	☐ 2/3 of grad courses are program-specific (not cross-listed with UG)	☐ Program is comprised primarily of core required courses, and electives are limited	☐ Elective courses outside program are encouraged, provided there is a clear link to program-level learning outcomes	
Program Connections	☐ Students in other programs are prohibited from enrolling in program courses	☐ Courses are available to students in other programs, and/or arrangements with other institutions for reciprocal course enrolment	☐ Where possible and appropriate, program requires students to participate in faculty- or university-level offerings (e.g. professional development) rather than program-specific offerings		
Is the program meeting a minimum enrollment requirement? **See Program Review Dashboard Table 1.4 and Table 2.1**	☐ Program has consistently not met the enrollment target (3yr avg)	☐ Program has consistently met the enrollment target (3yr avg)	☐ Program has consistently exceeded the enrollment targets (3yr avg)		

	Unsatisfactory	Satisfactory	Good	Excellent	Explanation for Self-Assessment Rating:
Capacity **See Program Review Dashboard Table 1.4**	☐Program relies on contractual faculty to support program delivery, including supervision and advising	☐ Program has sufficient permanent faculty to support program delivery, including supervision and advising	☐ Program has a multi-year admissions plan that accounts for anticipated changes in faculty complement (sabbatical, retirement) ☐ Graduate Faculty supervision and advising limited to area of expertise		
Replenishment Ratio: Is the program meeting the graduating to incoming ratio. **See Program Review Dashboard Table 1.4 and Table 2.1**	☐ The incoming student to graduate student ratio is < 1.0 (3yr avg).	☐ The incoming student to graduate student ratio is >=1.0 (3yr avg).	☐ The incoming student to graduate student ratio is >=1.5 (3yr avg).	☐ The incoming student to graduate student ratio is >=2.0 (3yr avg).	
Does the program have access to sufficient qualified and skilled administrative support?	☐ No or little administrative support or otherwise inadequate.	☐ Administrative support adequate.			
Does the program have access to sufficient skilled technical support?	☐ No or little tech support or otherwise inadequate.	☐ Tech support adequate.			
Is the budget allocated based on program needs?	☐ Budget allocation indicates poor	☐ Budget allocation reflects program needs.			

	Unsatisfactory	Satisfactory	Good	Excellent	Explanation for Self-Assessment Rating:
	evaluation of program needs.				

Section 2: Deliberate

	Unsatisfactory	Satisfactory	Good	Excellent	Explanation for Self-Assessment Rating:
Program mission statement is consistent with the Strategic and Academic Plans – mission, vision, values	☐ Program demonstrates little or no link to the Strategic and Academic Plans	☐ Program demonstrates strong and direct links to the Strategic and Academic Plans and makes a convincing case for its essentiality to the university.			
Purpose	☐ Program's purpose or learning outcomes are unspecified	☐Purpose of program and learning outcomes are clearly stated	☐ Program learning outcomes are directly tied to program's purpose	☐ Program's purpose is linked to broader societal goals (e.g. UN 17 SDG, TRC)	
Program Requirements	☐ Connection between program requirements and program learning outcomes is unclear	☐ All program requirements are explicitly tied to program learning outcomes	☐ Program requirements are truly necessary for program learning outcomes	☐ Program electives are limited and explicitly tied to program learning outcomes	
Curriculum map (up to date, clear, and specific)	☐ No curriculum map or unclear	☐ Clear, coherent curriculum map connecting courses to program learning outcomes	☐ Students have consistent access to electives and streams (courses cycled adequately, etc.).	☐ Elective courses outside program are encouraged, provided there is a clear link to program-level learning outcomes.	
Timeliness	☐ Degree completion guidelines are unstated or unrealistic	☐ Program has explicit and realistic degree completion guidelines	☐ Program has explicit pathways for students to realistically complete the	☐ Program website provides clear information about degree completion	

	Unsatisfactory	Satisfactory	Good	Excellent	Explanation for Self-Assessment Rating:
			degree in a specified timeframe	timelines over the past five years	
Pedagogy	☐ Pedagogical approaches are disconnected from program learning outcomes	☐ Program explicitly matches pedagogical approaches to program learning outcomes	☐ Program uses research training purposively, with research products matched to program level learning outcomes	☐ Program integrates experiential and/or work integrated learning to support program level learning outcomes	
Research	☐ Faculty members in program are not able to balance teaching, research, and service with the majority demonstrating very low level of research productivity. ☐ Faculty members are not seeking external funding to support graduate student research	☐ The majority of faculty members in the program are demonstrating a low level of research productivity. ☐ Some faculty members are seeking external funding to support graduate student research.	☐ Some faculty members in the program are demonstrating high research productivity while on a research-intensive or regular teaching load. ☐ Some faculty (10-30%) are on a research-intensive teaching load.	☐ Majority of faculty members in the program are demonstrating high research productivity while on a research-intensive or regular teaching load. ☐ More than a 30% of faculty are on a research-intensive load.	

	Unsatisfactory	Satisfactory	Good	Excellent	Explanation for Self-Assessment Rating:
Is there a marketing and recruitment plan promoting the characteristics above – website, social media?	☐ Marketing and recruitment plan does not communicate the characteristics above.	☐ Program consults with marketing to develop and implement a communication plan that highlights the program characteristics above.			
Is there a demand for the program? **Identify/Confirm three to five directly related CIP Codes that can be used for forecasting and trends analysis.** **Some suggestions are pre-populated in Program Review Dashboard table 1.5** **Consult: Statscan CIP 2021 Guide Additional questions can be fielded to ir@nipissingu.ca**	☐ Programs have not completed an environmental scan of similar programs offered at universities in Ontario.	☐ Programs have completed an environmental scan and maintain an ongoing index of similar programs offered at universities across Ontario.	☐ Programs have completed an environmental scan and maintain an ongoing index of similar programs offered at universities and colleges in Canada.	☐ Programs have completed an environmental scan and maintain an ongoing index of similar programs offered at universities Internationally.	
Are there ways in which the program at NU distinguishes itself from	Identify 5-10 programs that would be direct competitors for the program at NU. CIP codes above may assist with identifying relevant programs. Collaborate with SGS to complete the Program Fact Sheet template.				

	Unsatisfactory	Satisfactory	Good	Excellent	Explanation for Self-Assessment Rating:
comparator programs in Ontario (positively or negatively)? **Program Fact Sheet (Appendix A)**	Reflect on completed Program Fact Sheet to identify potential areas that are highlights of the NU program and those that require some rethinking.				

Section 3: Inclusive

	Unsatisfactory	Satisfactory	Good	Excellent	Explanation for Self-Assessment Rating:
Admissions	☐ Program does not have admissions diversity goals	☐ Program's admissions goals include attention to student diversity	☐ All faculty and staff involved in admissions decisions have completed anti-bias training	☐ All faculty, instructors, and staff have completed anti-racism training	
Events and Extra curriculars	☐ Program does not host extra-curricular events	☐ Program ensures inclusion and diversity in invited speakers and guests	☐ Program offers innovative and inclusive events		
Faculty and staff complement	☐ No awareness of areas of non-diversity	☐ Program balances areas of non-diversity with external expertise	☐ Program's faculty and staff complement plans include diversity as a key criterion	☐ Program's faculty and staff complement plans prioritize diversity	
Course materials	☐ Course instructors are unaware of how representative their course materials are	☐ Course instructors have assessed their course materials with an eye to inclusion of students with diverse abilities and from diverse backgrounds	☐ Course instructors include consideration of decolonization and anti-racism among course learning outcomes	☐ Program-level learning outcomes include consideration of decolonization and anti-racism	
Assessment	☐ Program's assessment practices exclude	☐ Course instructors have assessed their course	☐ Course instructors communicate assessment	☐ Course instructors allow students to choose among a	

	Unsatisfactory	Satisfactory	Good	Excellent	Explanation for Self-Assessment Rating:
	or disadvantage some students	assessments with an eye to inclusion of students with diverse abilities and from diverse backgrounds	expectations and grading criteria clearly and in advance	number of assessment options	

Section 4: Talent Developing

	Unsatisfactory	Satisfactory	Good	Excellent	Explanation for Self-Assessment Rating:
Program learning outcomes	☐ Program-level learning outcomes are limited to content / knowledge learning	☐ Program-level learning outcomes explicitly include numerous human literacy skills	☐ Program-level learning outcomes explicitly include numerous human literacy skills and some data literacy and/or technological literacy skills	☐ Program-level learning outcomes explicitly include numerous human literacy skills and numerous data literacy and/or technological literacy skills	
Assistants	☐ Faculty members view TAships and RAships primarily as teaching / research support	☐ Faculty members view TAships and RAships primarily as talent development rather than teaching / research support	☐ Faculty, university, and/or program provide students with skills training programs to support their TA and RA work		
Connection to external world	☐ Program is not proof tested against the real world	☐ Faculty, university, and/or offering unit provide students with tools to explicitly recognize and articulate their literacy skills	☐ Offering unit regularly consults with dominant industries that employ its graduates to understand emerging talent needs to inform its curriculum refinements		

Section 5: Student Focused

	Unsatisfactory	Satisfactory	Good	Excellent	Explanation for Self-Assessment Rating:
Student needs	☐ Connection between program's purpose and student needs in unclear	☐ Program's stated purpose clearly prioritizes student needs over other considerations	☐ Program admissions are based on and limited by program's capacity to meet students' needs over the entirety of the of their degree	☐ Student TA and RA assignments prioritize student training over other considerations	
Career Connection	☐ Program is not positioned as tied to career preparation of any sort or is limited to academic career preparation	☐ Program explicitly promises to prepare students for diverse careers	☐ Faculty, university, and/or offering unit provide students with tools for explicitly tying their literacy skills to diverse careers	☐ Faculty, university, and/or offering unit provide students with opportunities for work-integrated learning, network development, and alumni connection	
Milestones and Support	☐ Program milestones cannot realistically be achieved in a reasonable timeframe	☐ Program milestones are achievable in a reasonable timeframe	☐ Faculty members are responsive to students' concerns and unique situations	☐ Supervisors are trained and appropriately mentored to provide student support and meaningful feedback	
Student Consultation	☐ Offering unit does not consult with current and former students to obtain feedback on the program	☐ Offering unit consults with current and former students, including students who	☐ Offering unit consults published literature for best practices in graduate programming and uses this	☐ University and/or faculty provide support for regular program reviews	

	Unsatisfactory	Satisfactory	Good	Excellent	Explanation for Self-Assessment Rating:
		discontinued studies, to obtain feedback on the program, and users this information to refine its program	information to refine its program		
The program provides senate with regular updates and modifications	☐ Faculty input on academic matters is minimal or sought on an ad hoc basis or only when problems arise.	☐ Faculty involvement in academic decision-making occurs periodically but is largely at the final stage.	☐ There is a clear, regular process for involving faculty in academic decision-making (e.g., standing committees or working groups).	☐ Faculty play a central and proactive role in academic decision-making, supported by consultative processes. ☐ Discussions are evidence-based and reflect continuous engagement and improvement.	
Student Feedback **How well does the program solicit, respond, and implement students' feedback?** **How well does the program**	☐ Offering program does not consult with current and former students to obtain feedback on the program.	☐ Offering program consults with current and former students, including students who discontinued studies, to obtain feedback on how well their education	☐ Offering program has a clear evaluation plan to use student outcomes to assess program success and inform curriculum refinement.	☐ Offering program openly shares student outcomes and feedback data on how it is continuing to refine curriculum.	

	Unsatisfactory	Satisfactory	Good	Excellent	Explanation for Self-Assessment Rating:
communicate results of feedback from students?		prepared them for work they are doing			
Classroom infrastructure is sufficient to support student learning and program effectiveness.	☐ Classroom infrastructure is inadequate.	☐ Classroom infrastructure is adequate.	☐ Classroom infrastructure easily accommodates new approaches to learning and new technology.		
Laboratory infrastructure is sufficient to support student learning and program effectiveness.	☐ Lab infrastructure is inadequate.	☐ Lab infrastructure is adequate.	☐ Lab infrastructure easily accommodates new approaches to learning and technology. ☐ Lab infrastructure allows for sufficient time to work independently or unsupervised during off hours.		
The IT infrastructure is sufficiently robust, scalable, and efficient to support the academic program.	☐ IT infrastructure inadequate.	☐ IT infrastructure adequate.	☐ IT infrastructure easily accommodates new approaches to learning and new technology.		
What are students' perceptions about key components of the program? **See Program Review**	[add qualitative response]				

	Unsatisfactory	Satisfactory	Good	Excellent	Explanation for Self-Assessment Rating:
Dashboard table 2.2 and 2.3 (CGPSS for grad data)					
Does the university have a well-established alumni service office which the program accesses?	☐ Program does not access alumni service office. ☐ Alumni do not serve as mentors, volunteers, ambassadors, and advocates for the program/university	☐ Program rarely (once every 12+ months) accesses alumni service office. ☐ Alumni rarely (once every 12+ months) attend recruitment / graduation events, attend lectures/events as speakers, serve as a resource to students and faculty in the program.	☐ Alumni sometimes (approximately 3 – 4 times a year) serve as mentors, volunteers, ambassadors, and advocates for the program/university	☐ Alumni regularly (more than twice a year) attend recruitment / graduation events, attend lectures/events as speakers, serve as a resource to students and faculty in the program.	

Section 6: Prioritization & Goal Setting

	Items requiring immediate attention: (within 3-6 months)	Action item:	Goal: (specific, measurable, adjustable, realistic, time-based)	Lead (who will be responsible for initiating and following up on action)
1				
2				
3				
4				
5				

	Items requiring short-term attention: (within 1 year)	Action item:	Goal: (specific, measurable, adjustable, realistic, time-based)	Lead (who will be responsible for initiating and following up on action)
1				
2				
3				
4				
5				

APPENDIX A: GRADUATE PROGRAM FACT SHEET

The School of Graduate Studies and the graduate program will collaboratively complete the program fact sheet. This document is meant to provide a snapshot of a specific graduate program at NU in relation to comparable programs in Canada to help identify some of the ways in which we may be competitive with other programs and where we need to reconsider program characteristics.

Graduate Program:

Indicators for comparable programs in Canadian universities (up to 10 top competitors):

University + Program Name	Type *	Deadlines	Duration (months)	Total Cost of Program (Tuition + mandatory fees)			Total # Courses		Other degree components	Defence? (Y/N)	Part Time ? (Y/N)	Experiential Learning? Identify
				In-province	Canadian	International	Core	Elective				
[add up to 10 rows]												
Nipissing												

*C = course-based; TH = thesis; MRP = Major Research Paper; P = Professional (terminal degree that does not lead to entry in a PhD program)

Other degree components = capstone project; exchange program; specialization; combined degree option

Experiential learning = co-op (duration); internship (duration) – note if mandatory (M) or optional (O)

COU Academic Colleagues

Report by Lanyan Chen

April 15-16, 2025

Meeting Notes

Evening meeting, April 15, 2025, 6:00 to 8:30 pm

The Academic Colleagues listened to a presentation in relation to "Discussion on Impacts of US Policies on Academic Activities at Ontario Universities" by guest, Dr. Sarah Laframboise, Executive Director of Evidence for Democracy. She shared The Evidence for Democracy tracker on the [effects of American policies on Canadian research](#), and discussed:

- The activities underway in other countries to recruit American researchers, through relocating grants, fast-tracking of visas and direct recruitment.
- Challenges within Canada that may limit its ability to benefit from a "brain gain" of American researchers, such as its declining percentage of GDP expenditure on research and development, financial constraints in Ontario universities and international student caps.
- The equity, diversity and inclusion landscape, with an overall growing interest in the commitment to EDI within institutions, but some signals of waning interest at the federal level.
- The results of polling which show that Canadians are very supportive of science and research, with 90% of Canadians supporting investments in research even without immediate benefits.

During the discussion of the presentation, the following points were made:

- The possibility that international undergraduate students may choose to study in Canada rather than the US as a result of American policies.
- Concerns about American promotion of a merit-based system spilling over into Canada, and the importance of collecting evidence on the positive impacts of EDI across research and teaching activities as a pre-emptive measure.
- The reality that the US is Canada's top source for research collaboration but the reverse is not the case.
- Concern about future missed career opportunities for researchers in light of travel advisories for the US, and the measures universities may take should researchers traveling to the US find themselves in difficult situations.

The Colleagues met on April 16, 2025 to prepare for the Members Meeting of April 17

Drawing on the presentation and discussion afterwards, Colleagues planned their presentation to the Members, grouping the topic into the following themes and speakers:

- Introductory remarks, Kim Hellemans, Carleton
- Impacts on research and researchers, Alison Flynn, Ottawa
- Impacts on undergraduate teaching and training, Mike Eklund, Ontario Tech
- Social impacts, Mary-Helen Armour, York
- Recommitting to equity, diversity and inclusion (EDI), Lanyan Chen, Nipissing

Information Sharing

Colleagues shared updates on topics and issues that were front-of-mind at their respective institutions, including ongoing institutional reviews on the topics of equity and civil discourse; continuing fiscal pressures due to budgetary constraints; changes in senior administrative positions; and ongoing and upcoming collective bargaining.

COU Update

An update was provided in relation to advocacy leading up to the provincial budget, anticipated in May, and recent signals from the provincial government, in its platform, about targeted funding for STEM programming.

Topics for future meetings

The following topics were suggested for future Academic Colleagues meetings:

- Revisiting the Scarborough Charter
- Collaboration across units within universities
- Academic freedom
- Future of work and skills development
- Ethics and integrity in academia
- Quality assurance processes
- Climate change/sustainability
- Accommodations with the Ontario Human Rights Commission
- Collegial governance

Upcoming meetings

Academic Colleagues: Tuesday, May 13, 6:00 to 8:30 pm, and Wednesday, May 14, 9:00 am to 12:00 noon (hybrid).

Earlier, the 2023-2024 Annual Report of the Ontario Universities Council on Quality Assurance was shared with Academic Colleagues which you can access at this link: https://oucqa.ca/wp-content/uploads/OUCQA-Annual-Report-2023-2024-Accessible.pdf

Ensuring Quality in Ontario Universities

1 THE FIRST and most obvious is what's inelegantly called the massification of university education. When I began my graduate work there were 14 publicly assisted universities in Ontario; now

oucqa.ca

Among the new programs that have been approved, congratulations to our colleagues at Nipissing University on the approval of the new Environmental Science program!

A notable point highlighted in the report is the forthcoming appointment of a new Chair of the Quality Council. This change may represent an opportunity to reflect on the future direction of Ontario's quality assurance system for university degree programming. The recent approval of programs in areas such as health care, mental health, social justice, the environment and emerging technologies may offer insight into the evolving priorities and areas of emphasis within the province's postsecondary landscape.

NUSU Academic Senate Report: April 2025

NUSU Executives Start May 1st

As of May 1st, the new NUSU Executive team has officially begun their term. We are incredibly excited to kick off this year and are looking forward to working collaboratively with students and faculty to make it a productive and engaging term. Our team is enthusiastic about building on past successes and fostering a strong sense of student community. The 2025-2026 Executive and staff members are as follows:

- **President:** Matthew Suszter

- **Vice-President, Finance & Administration:** Nicholas Botham

- **Vice-President, Student Life:** Owen Remillard

- **Vice-President, Advocacy & Awareness:** Jaden Martin

- **Executive Director:** Warren Lindsay

- **Operations Manager:** Nicole Seeley

- **Events Coordinator:** Sav Searle

- **Summer Interns:** Abby Noonan & Carter Jessup

Conferences & Development

AMICCUS-C 2025

From May 24–30, NUSU staff will be attending the AMICCUS-C (Association of Managers in Canadian College/University Student Centres) conference. This national gathering provides valuable training and networking opportunities through workshops focused on student services, programming, leadership, and operations. This is a great chance for our staff to build capacity and bring new ideas back to campus.

Summer Operations

Building & Food Pantry Hours
During the summer term, NUSU will operate on a four-day work week. The NUSU Student Centre office will be open from 8:30AM to 4:30PM, Monday through Thursday, and the NUSU Food Pantry will be open from 9:00AM to 4:00PM.

Student Programming

Summer Series: Goose Chase Challenge
We're excited to bring back our Summer Series, which will run for 10 weeks. The series will feature a GooseChase-style challenge, where students can complete various activities and missions each week to earn points and win prizes. The initiative aims to keep students connected, active, and engaged throughout the summer months.

Upcoming Events

Gallery Showing
From May 30 to June 20, NUSU will be hosting a Gallery Showing in the Student Centre featuring artwork from local high school students. The exhibit will showcase paintings, sculptures, and other creative pieces. We're excited to give young artists in our community the opportunity to display their work in a public setting, and we encourage everyone to stop by and take a look!