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SENATE AGENDA

Friday, May 26, 2017

10:30 a.m. – F210

</div>

1. <u>APPROVAL OF THE AGENDA</u>

2. <u>ADOPTION OF THE MINUTES OF THE SENATE MEETING OF</u>: April 21, 2017

3. <u>BUSINESS ARISING FROM THE MINUTES</u>

4. <u>READING and DISPOSING of COMMUNICATIONS</u>

5. <u>QUESTION PERIOD</u>

6. <u>REPORTS of STANDING COMMITTEES and FACULTY or UNIVERSITY COUNCILS</u>

   SENATE EXECUTIVE COMMITTEE

   MOTION 1:   That the Report of the Senate Executive Committee dated May 4, 2017 be received.

   MOTION 2:   That the Report of the Senate Executive Committee dated May 12, 2017 be received.

   MOTION 3:   That the Report of the Senate Executive Committee dated May 18, 2017 be received.

   MOTION 4:   That the Annual Report of the Senate Executive Committee dated May 18, 2017 be received.

   BY-LAWS AND ELECTIONS SUBCOMMITTEE

   MOTION 1:   That the Annual Report of the By-Laws and Elections Subcommittee dated May 18, 2017 be received.

   HONORARY DEGREES SUBCOMMITTEE

   MOTION 1:   That the Annual Report of the Honorary Degrees Subcommittee dated May 2, 2017 be received.

   PLANNING AND PRIORITIES COMMITTEE

   MOTION 1:   That the Report of the Planning and Priorities Committee dated April 28, 2017, be received.

   MOTION 2:   That Senate approve the Academic Plan 2017-2022 as outlined in the attached document.

   MOTION 3:   That the Annual Report of the Planning and Priorities Committee dated May 18, 2017 be received.

UNDERGRADUATE STUDIES COMMITTEE

MOTION 1:   That the Annual Report of the Undergraduate Studies Committee, dated May 12, 2017 be received.

STUDENT APPEALS COMMITTEE

MOTION 1:   That the Annual Report of the Student Appeals Committee dated May 4, 2017 be received.

TEACHING AND LEARNING COMMITTEE

MOTION 1:   That the Annual Report of the Teaching and Learning Committee dated May 2,   2017 be received.

LIBRARY ADVISORY SUBCOMMITTEE

MOTION 1:   That the Annual Report of the Library Advisory Subcommittee dated April 27, 2017 be received.

TECHNOLOGY AND INFRASTRUCTURE COMMITTEE

MOTION 1:   That the Annual Report of the Technology and Infrastructure Committee dated May 8, 2017 be received.

RESEARCH COUNCIL

MOTION 1:   That the Annual Report of the Research Council dated May 12, 2017 be received.

GRADUATE STUDIES COUNCIL

MOTION 1:   That the Annual Report of the Graduate Studies Council dated May 9, 2017 be received.

7.   OTHER BUSINESS

President's Annual Tenure and Promotion Report 2016-17

MOTION 1:   That Senate approve the changes to the Masters in Sociology – Applied Social Research course curriculum documents as outlined in the attached document.

MOTION 1:   That Senate approves the removal of the antirequisite for the following Sociology courses: SOCI 5206 Determinants of Population Change, SOCI 5227 Science, Technology and Environment, and SOCI 5547 Education and Inequality.

Descriptive Date:
1) SOCI 5206 Determinants of Population Change
   Antirequisite: SOCI 4206
2) SOCI 5227 Science, Technology and Environment
   Antirequisite: SOCI 4227

3) SOCI 5547 Education and Inequality
   Antirequisite: SOCI 4547

Rationale:
The courses listed as antirequisite to the graduate level MA Sociology courses have different course descriptions and course expectations. For this reason they should not be listed as antirequisite.

8.   AMENDMENT of BY-LAWS

9.   ELECTIONS

- Elect one Senator to serve as Deputy Speaker of Senate for a two-year term effective July 1, 2017

- Elect one (1) tenured faculty member from the Education faculty to serve on the search committee for the Provost and Vice-President, Academic and Research. Please note that the faculty member must be available to attend meetings on June 2 and June 15.

- Be it resolved that the Nipissing University Senate elect three of its Members to serve on the Standing Joint Committee of the Nipissing University Board of Governors and the Nipissing University Senate on Governance.

10.   REPORTS FROM OTHER BODIES

A.   (1)   Board of Governors
       (2)   Alumni Advisory Board
       (3)   Council of Ontario Universities (Academic Colleague)

B.   Reports from Senate members participating on other university-related committees

11.   NEW BUSINESS

Presentation of the 2017-18 Operating Budget

Draft SMA

12.   ANNOUNCEMENTS

(a) President
(b) Provost and Vice-President Academic and Research
(c) Vice-President Finance and Administration
(d) Dean of Applied and Professional Studies
(e) Dean of Arts and Science
(f) Dean of Education
(g) Dean of Graduate Studies and Research
(h) Student Representative
(i) Others

13.   ADJOURNMENT

Nipissing University

Minutes of the Academic Senate Meeting *(DRAFT)*

April 21, 2017

2:30 p.m. – Room F210

<u>MEMBERS PRESENT:</u>	M. DeGagné (Chair), H. d'Entremont, C. Sutton, C. Richardson, R. Vanderlee
	A. Armenakyan, L. Chen, R. Vernescu
	S. Arnocky, R. Breton, A. Burke, R. Gendron, A. Karassev, N. Kozuskanich, G. McCann, C. McFarlane, P. Nosko, K. Srigley, S. Srigley, D. Tabachnick, D. Walters, A. Weeks
	L. Frost, B. Hatt, D. Hay, T. Horton, D. Jarvis, M. Parr, J. Scott, G. Sharpe
	C. Cho
	O. Pokorny, L. Rossi
	N. Allaire
	T. Curry
	S. Feretycki
	J. Andrews, J. Dempster, S. Lamorea
<u>ABSENT WITH REGRETS:</u>	J. McAuliffe, M. Tuncali, J. Graham, N. Black
	K. McCullough
	J. Dech, M. Owens, T. Parkes, G. Phillips, T. Vassilev
	W. Richardson, G. Rickwood, T. Sibbald
	K. Barnes
	M. Hawco, D. Ratcliffe, C. Tremblay

<u>APPROVAL OF THE AGENDA OF THE SENATE MEETING OF:</u> April 21, 2017

MOTION 1:   Moved by G. McCann, seconded by C. McFarlane that the agenda of the Senate meeting of April 21, 2017 be approved.
CARRIED

<u>ADOPTION OF THE MINUTES OF THE SENATE MEETING OF:</u> March 10, 2017

MOTION 2:   Moved by R. Gendron, seconded by C. McFarlane that the minutes of the Senate meeting of March 10, 2017 be adopted.
CARRIED

QUESTION PERIOD

A request was made for follow-up on the status of the on-line student opinion surveys. The Senate Secretary will forward a request for response to the Chair of the Teaching and Learning Committee.

The Provost responded to a question regarding the status of the Strategic Enrollment Plan. He advised that PPC forwarded a motion some time ago requesting that Senate approve that PPC's mandate be extended to include oversite of a Strategic Enrolment Management Plan. The motion was defeated. The Speaker advised that the Senate minutes would be reviewed and this item will be addressed further at the next Senate meeting.

A concern was raised regarding the use of university bulletin boards. Many of the bulletin boards have notices advising that they are for department use only. The VP Finance & Administration advised that some boards are reserved for departmental use only, but she would check with facilities.

A question was asked regarding whether the University is moving away from WebAdvisor. The VP Finance & Administration advised that she would look into this and respond at the next Senate meeting.

REPORTS OF STANDING COMMITTEES AND FACULTY OR UNIVERSITY COUNCILS

SENATE EXECUTIVE COMMITTEE

MOTION 3:   Moved by M. DeGagné, seconded by A. Weeks that Senate receive the Report of the
                      Senate Executive Committee dated April 13, 2017.
                      CARRIED

PLANNING AND PRIORITIES COMMITTEE

MOTION 4:   Moved by H. d'Entremont, seconded by K. Srigley that the Report of the Planning and
                      Priorities Committee dated March 24, 2017, be received.
                      CARRIED

OTHER BUSINESS

Len Gamache provided a presentation on the scope of our funding priorities. He thanked the faculty, alumni, staff, Board and Senate for providing a great deal of input. Determining priorities is a challenging task. He advised that a motion of endorsement that Senate supports the fundraising campaign would be welcome.

MOTION 5:   Moved by G. McCann, seconded by A. Weeks that Senate endorses and supports the
                      fundraising campaign.
                      CARRIED

AMENDMENT OF BY-LAWS

MOTION 6:   Moved by D. Tabachnick, seconded by A. Weeks that Article 10.0 General Council
                      Provisions of the Senate By-Laws be amended as outlined below:

          10.0   General Council Provisions
          (a)   In addition to the Senate standing and ad hoc committees/subcommittees as outlined in
                      Articles 8 and 9, the following councils shall be recognized as part of the academic
                      decision-making structure of the University:
                      (i)   the Faculty Council for each Faculty;

(ii)   the Research Council; and
(iii)   the Graduate Studies Council

(b)   Each Faculty Council in (a)(i) shall be authorized to draft its own constitution, committee structure, terms of reference and procedures, except where Senate delegates its academic authority in a specific area to the Faculty Councils but retains the right to stipulate that all Faculty Councils follow consistent procedures for rendering decisions and reporting to Senate.
CARRIED

MOTION 7:   Moved by D. Tabachnick, seconded by C. McFarlane that Article 11.0 Senate Representatives on the Board of Governors of the Senate By-Laws be amended as outlined below:

11.0   Senate Representatives on the Board of Governors
(a)   In accordance with the Nipissing University Act, there shall be two (2) representatives on the Board of Governors elected by Senate from among its faculty Senators. (Two additional Board representatives shall be elected by the faculty-at-large from among the faculty members who are non-Senators.)
(b)   The normal term of office for Senate representatives on the Board shall be three (3) years.
(c)   Elections for Senate representatives on the Board shall normally be held at the same time as elections for Senate standing committees/subcommittees.
(d)   Senate representatives on the Board shall endeavour to represent the majority opinion of Senate in any Board discussion pertaining to Senate matters.
(e)   Senate representatives on the Board shall provide a written or oral report to Senate following each Board meeting. Specifically, the representatives shall be responsible for ensuring that Senate is kept informed of:
(i)   the outcome of all Senate recommendations conveyed to the Board; and
(ii)   any Board matters affecting or of interest to Senate, subject to reporting restrictions in the By-Laws of the Board.

(f)   Senate representatives on the Board shall have such other responsibilities as may be assigned from time to time by the Senate or the Board.
CARRIED

MOTION 8:   Moved by D. Tabachnick, seconded by J. Dempster that Article 12.1 Attendance Expectations of the Senate By-Laws be amended as outlined below:

12.1   Attendance Expectations
(a)   It is understood that there are legitimate reasons why Senators may miss a regular or special Senate meeting from time to time. Nevertheless, all Senators shall be expected to attend meetings whenever reasonably possible.
(b)   Senators who are unable to attend a regular or special Senate meeting for legitimate reasons shall be expected to notify the Senate Secretary in writing.
(c)   Elected Senators who miss three (3) regular Senate meetings in any given Senate year shall be deemed to have forfeited their position.
(d)   Any disagreement regarding the legitimacy of reasons given for absence from Senate shall be adjudicated by the Senate Executive Committee.
CARRIED

MOTION 9:   Moved by D. Tabachnick, seconded by K. Srigley that Article 13.0 Vacant Senate Positions of the Senate By-Laws be amended as outlined below:

13.0   Vacant Senate Positions
(a)   In this Article:

(i)   *ex officio* Senators shall be those identified in 2.1;

(ii)   constituent Senators shall be those identified in 2.2(a)(i) and 2.3; and

(iii)   elected Senators shall be those identified in 2.2(a)(ii), 2.2(a)(iii) and 2.4.

(b)   Senate positions may become vacant before the completion of their normal terms of office for a variety of reasons, including:

    (i)   the resignation of an elected or constituent Senator with advance notice, effective at the end of a particular Senate year;

    (ii)   the resignation of an elected or constituent Senator without advance notice, effective immediately;

    (iii)   the forfeiture of an elected Senator's position for any reason; or

    (iv)   the inability of any Senator to continue to serve on Senate, due to other unforeseen circumstances.

(c)   Resignations from Senate positions shall be submitted in writing to the Chair of Senate.

(d)   A vacancy in any *ex officio* Senate position shall remain vacant until the position in question is filled by University appointment (including an interim or acting appointment).

(e)   A vacancy in any constituent Senate position shall be filled by the respective constituent body, in accordance with the body's approved procedures.

(f)   A vacancy in any elected Senate position shall be filled:

    (i)   as part of the next annual election cycle, for a vacancy due to (b)(i);

    (ii)   by holding a by-election within thirty (30) days, in the case of a vacancy due to (b)(ii), (b)(iii) or (b)(iv), where there is deemed to be sufficient time remaining in the current Senate year to make such a by-election practical; or

(g)   The By-Laws & Elections Subcommittee shall be responsible for initiating and overseeing any arrangements necessary to ensure that Senate vacancies are appropriately filled, in accordance with (d) – (f).

CARRIED

ELECTIONS

- Elect one (1) Senator to serve on the Board of Governors for a two-year (2) term.
  R. Gendron – ACCLAIMED

- Elect one (1) Senator to serve on the Board of Governors for a three-year (3) term.
  B. Hatt - ACCLAIMED

- Elect one (1) tenured faculty member from any faculty to serve on the search committee for the Provost and Vice-President, Academic and Research.
  A. Burk - ACCLAIMED

- Senator Chen advised that she would be unable to serve on the Chancellor's and CASBU Teaching Award selection committees as she will be out of the country for the month of May. A request was made for a replacement from the Faculty of Applied and Professional Studies. Senator Armenakyan volunteered to replace Senator Chen on both selection committees.

ANNOUNCEMENTS

The President noted that a number of questions raised during question period required answers that were not available on hand. He requested that questions be forwarded to the Senate Secretary in advance so that responses can be provided. He acknowledged recent remarks made in the legislature by MPP, Vic Fedeli, highlighting the university's excellent key performance indicators, graduate employment rate, and student satisfaction survey. The President was pleased to advise that Senator McCann was recently appointed to the Executive Committee of the COU. He congratulated the Women's Hockey team for

their second place finish in the McCaw Cup Finals, the Nursing students on the success of the Nursing games held at NU, the 1millionth visitor to the Harris Learning Library and the Dave Marshall Student Leadership Award recipients. He also advised of the final Diibaadan Dinner that was held on March 22, the Bachelor of Fine Arts Graduate Exhibition held at the WKP Kennedy Gallery, the FIRST Robotics Competition, the Student Call Campaign and the 11 students who visited with Jon Cutsey at FDM4. The President also wish to acknowledge the tremendous amount of work that has been taking place on the Indigenization of NU.

The Provost advised that he was finally able to announce that Dr. Justin Carré has received a provincial Early Research Award valued at $150,000 over five years. He is hopeful that the Tri-Agency research grants will be available to be announced at the May Senate meeting. He also advised that $2.2 million in funding had been received from the government. This money will be used to reduce the deficit.

The Vice-President Finance and Administration advised that the VP's had submitted a funding request to the Ministry in support of our ongoing efforts to achieve sustainability through the recommendations of the PWC Report. She was pleased to announce that Nipissing has been awarded $2.5 million for 2017/18 to continue that work. A very preliminary budget has been presented for 2017/18. We are projecting a deficit of approx. $3.5-$4 million which is lower than last year's projected deficit of $4.7 million. The VPFA advised that anyone interested in attending the next Audit and Finance meeting to please contact Cheryl Zimba or Ursula Boyer. She also advised that an RFP for space planning has gone out. The report will be dovetailed with the Technology and Infrastructure Committee report, and will provide guidance for upcoming space and technology upgrades.

Senator Andrews welcomed new Arts & Science Senator Kaitlyn Walker to Senate. He advised that NUSU has been focused on the transition of the new NUSU Executive. Leadership will be turned over effective May 1. A joint executive retreat was recently held as well as a meeting with the architects. Senator Andrews and Senator Dempster thanked Senate for the support received this past year and expressed their best wishes to see that the good work accomplished this past year continues. On behalf of Senate, the Speaker thanked Senator Andrews, Senator Dempster and all of the NUSU Executive and wished them all the best in their chosen professions.

ADJOURNMENT

Senate was adjourned at: 3:35 p.m.

……………………………………..
M. DeGagné (Chair)

………………………………………….
S. Landriault (Senate Recording Secretary)

NIPISSING UNIVERSITY

REPORT OF THE SENATE EXECUTIVE COMMITTEE

May 4, 2017

There was a meeting of the Senate Executive on May 4, 2017.

The following members participated:
H. d'Entremont (Vice-Chair), M. Tuncali, C. Richardson, B. Hatt, K. McCullough, A. Weeks, S. Lamorea

Regrets: M. DeGagné, L. Frost, J. McAuliffe, R. Vanderlee, R. Vernescu

The purpose of the meeting was to set the agenda for the May 12, 2017 Senate meeting.

The Planning and Priorities Committee report dated April 28, 2017 was received.

The Report from the Honorary Degrees Subcommittee dated May 2, 2017 was received. This report will be heard at an in-camera session at the May 12, 2017 Senate meeting.

The Bylaws and Elections Subcommittee Report dated April 19, 2017 was received.

The dates for Senate and Senate Executive for the 2017-18 academic year were set and are outlined below:

Senate Executive Committee meetings	Senate meetings
Thursday, August 31, 2017	Friday, September 8, 2017
Thursday, October 5, 2017	Friday, October 13, 2017
Thursday, November 2, 2017	Friday, November 10, 2017
Thursday, November 30, 2017	Friday, December 8, 2017
Thursday, January 4, 2018	Friday, January 12, 2018
Thursday, February 1, 2018	Friday, February 9, 2018
Thursday, March 1, 2018	Friday, March 9, 2018
Thursday, April 5, 2018	Friday, April 13, 2018
*Thursday, May 3, 2018	Friday, May 11, 2018 (10:30 a.m. start)
*Thursday, May 17, 2018	Friday, May 25, 2018 (10:30 a.m. start)

*All Senate meetings commence at 2:30 p.m. in F210 (except May 11 & 25, 2018). All Senate Executive Committee meetings commence at 10:30 a.m. in F303.

Respectfully submitted,

Original signed by:

H. d'Entremont
Vice-Chair
Senate Executive Committee

MOTION 1:   That Senate receive the Report of the Senate Executive dated May 4, 2017.

NIPISSING UNIVERSITY

REPORT OF THE SENATE EXECUTIVE COMMITTEE

May 12, 2017

Due to a lack of quorum the May 12, 2017 Senate meeting was adjourned. A meeting of the Senate Executive was held to approve the graduates.

The following members participated:
M. DeGagné (Chair), H. d'Entremont, J. McAuliffe, C. Richardson, R. Vanderlee, B. Hatt, L. Frost, K. McCullough, A. Weeks

Senator Graham thanked the faculty for their efforts in providing the student grades.

MOTION 1:   Moved by H. d'Entremont, seconded by K. McCullough that Senate approve Motions 2 through 4 as outlined as an omnibus Motion.
CARRIED

MOTION 2:   That Senate consider receipt of the Report on Graduation Applicants dated May 11, 2017.

MOTION 3:   That Senate receive the Report on Graduation Applicants dated May 11, 2017.

MOTION 4:   That the approval to graduate be granted to the students listed in the Report on Graduation Applicants dated May 11, 2017.

Respectfully submitted,

Original signed by:

M. DeGagné
Chair
Senate Executive Committee

MOTION 1:   That Senate receive the Report of the Senate Executive dated May 12, 2017.

NIPISSING UNIVERSITY

REPORT OF THE SENATE EXECUTIVE COMMITTEE

May 18, 2017

There was a meeting of the Senate Executive on May 18, 2017.

The following members participated:
H. d'Entremont (Vice-Chair), J. McAuliffe, R. Vanderlee, B. Hatt, K. McCullough, R. Vernescu, A. Weeks, S. Lamorea

Regrets: M. DeGagné, C. Richardson, M. Tuncali, L. Frost

The purpose of the meeting was to set the agenda for the May 26, 2017 Senate meeting.

Annual Reports were received from the following Senate committees: the By-Laws and Elections Subcommittee; the Honorary Degrees Subcommittee; the Planning and Priorities Committee; the Undergraduate Studies Committee; the Student Appeals Committee; the Teaching and Learning Committee; the Library Advisory Subcommittee; the Technology and Infrastructure Committee; the Research Council and the Graduate Studies Council.

A discussion regarding the scheduling of two Senate meetings in May took place. It was advised that this matter had also been discussed at the May 16, 2017 By-Laws and Elections Subcommittee meeting. The Senate By-Laws state that meetings of Senate should normally be held on the second Friday of each month, from September to June. In order to ensure quorum, it was suggested that Senate meetings in May and June could be scheduled on a Wednesday or a Thursday and that it might be beneficial to schedule a June Senate meeting following convocation ceremonies.

The Notice of Motion from the May 12, 2017 Senate Agenda regarding the election of three Senators to serve on the Standing Joint Committee of the Nipissing University Board of Governors and the Nipissing University Senate on Governance will be added to the May 26, 2017 Senate Agenda under Elections.

It was advised that Dr. Nathan Colborne has agreed to allow his name to stand for the Deputy Speaker of Senate position. It was also advised the Dr. Kristen Ferguson has agreed to allow her name to stand for election for one tenured faculty member from the Education faculty to serve on the search committee for the Provost and Vice-President, Academic and Research position.

Respectfully submitted,

Original signed by:

H. d'Entremont
Vice-Chair
Senate Executive Committee

MOTION 1:   That Senate receive the Report of the Senate Executive dated May 18, 2017.

NIPISSING UNIVERSITY

ANNUAL REPORT OF THE SENATE EXECUTIVE COMMITTEE

May 18, 2017

Senate Executive met a total of 11 times since July 1, 2016. Two of those meetings were electronic meetings.

Members	Attendance/Participation
M. DeGagné (Chair)	8
H. d'Entremont (Vice-Chair)	10
J. McAuliffe	9
C. Richardson	8
M. Tuncali	7
R. Vanderlee	9
L. Frost	9
B. Hatt	9
K. McCullough[1]	7
R. Vernescu	5
A. Weeks[2]	6
J. Andrews	5
S. Lamorea[3]	2
Recording Secretary: S. Landriault	

[1] K. McCullough elected to the Senate Executive November 2016
[2] A. Weeks elected to the Senate Executive January 2017
S. Lamorea replaced J. Andrews as the NUSU representative effective May 2017.

Senate Executive established the Senate meeting dates for 2017-2018.

Annual Reports were received from the following Senate committees: the By-Laws and Elections Subcommittee; the Honorary Degrees Subcommittee; the Planning and Priorities Committee; the Undergraduate Studies Committee; the Student Appeals Committee; the Teaching and Learning Committee; the Library Advisory Subcommittee; the Technology and Infrastructure Committee; the Research Council and the Graduate Studies Council.

Respectfully submitted,
Original signed by:

M. DeGagné, Chair
Senate Executive Committee

MOTION 1:   That the Annual Report of the Senate Executive Committee dated May 18, 2017 be received.

Nipissing University

Annual Report of the By-Laws and Elections Subcommittee

May 18, 2017

During the 2016-17 academic year, the By-Laws and Elections Subcommittee met on the following: dates: September 28, October 26, November 23 and December 8, 2016; January 18, February 15, March 22, April 19 and May 16, 2017.

Members	Attendance
B. Hatt (Chair)	8
D. Davis	9
J. McIntosh	8
D. Tabachnick	9
R. Vernescu	7
H. d'Entremont (non-voting)	8
J. Dempster	3
S. Lamorea	4
C. Allen	1
S. Landriault (Senate Secretary) (non-voting)	

The subcommittee recommended several substantive changes to the Senate By-Laws. In particular, the Research Council and Graduate Studies Council membership and terms of reference were revised. Revisions were also made to the Attendance Expectations and Vacant Senate Positions. Other By-Law changes clarified the language or made position titles consistent. All requests were accompanied by a rationale.

At the November 11, 2016 Senate meeting, the Report of the Special Governance Commission (SGC) – Collegial Governance at Nipissing University: Shared Challenges and Responsibilities was referred to the By-Laws and Elections Subcommittee. The By-Laws and Elections Subcommittee recommended to Senate the acceptance of the recommendations included in the Report.

A recommendation was made at the January 13, 2017 Senate meeting that a committee consisting of three (3) representatives, one (1) representative from each faculty, as well as one (1) student representative be created to review the Report on Senate Reform Survey and bring forward recommendations to Senate.

A review of the Faculty Council By-Laws was completed. Quorum, Senate composition and the inclusion of Chairs as Senate members were discussed. At the May 16, 2017 By-Laws and Elections Subcommittee meeting a motion was approved to change the Graduate Studies Council to a Graduate Studies Committee.

Some of the substantive motions that were recommended to Senate in the 2016-17 academic year included the following:
- Elimination of the Associate Vice-President Academic Studies *ex-officio* position from Senate
- Addition of Associate Vice-President Finance and Administration
- Addition of Dean of Graduate Studies and Research

A number of changes to the bylaws were housekeeping items, mostly related to position title changes.

Respectfully submitted

B. Hatt
Chair, Bylaws and Elections Subcommittee

MOTION 1:   That Senate Executive receive the Annual Report of the Bylaws and Elections Subcommittee dated May 18, 2017.

NIPISSING UNIVERSITY

ANNUAL REPORT OF THE HONORARY DEGREES SUBCOMMITTEE

May 2 2017

Members	Attendance/Participation
M. DeGagné (Chair)	2
H. d'Entremont (Vice-Chair)	2
N. Brown	2
K. Ferguson	2
R. Nagy	1
M. Berubé	2
M. Tuncali	2
S. Feretycki	1
J. Andrews (NUSU)	1

As per past practice, an e-mail was sent out to the university community in August to solicit names of potential candidates to add to the master list.

At the meeting in November, 14 additional names were received from the solicitation and the committee agreed to forward these suggestions to Senate for approval. The list of names approved at the December 9, 2016 Senate meeting.

The list of approved names from which the committee has to work currently stands at 28. This includes the names designated for June 2017.

A second meeting was held in January and 5 nominees for honorary degrees were selected to be contacted by the Chair. Confirmation was received from all 5 nominees for the 2017 Convocation ceremonies.

There were no nominations received for professor emeritus.

Respectfully submitted,

Mike DeGagné, Chair
Honorary Degrees Subcommittee

MOTION #1:   That Senate Executive receive the Annual Report of the Honorary Degrees Subcommittee
                    dated May 4, 2017.

Tom Jenkins – former CEO of Open Text Corporation and is presently the Chairman of the Board. He is working with the Schulich School of Education faculty to develop resources to accompany his future book that he is co-authoring with the Governor General entitled INDIGENOUS.

Clint Malarchuk - played NHL hockey where he became famous when he was cut with a skate and nearly died during a game. Afterwards he suffered from mental health challenges and now he is an advocate for speaking about mental health and PTSD.

Dr. Lynnette Leeseberg Stamler - founding Director of Nipissing University's School of Nursing. She is currently an Associate Dean at the University of South Dakota.

Roy Slack – has built a mining contracting company focused on value-added engineering in Northern Ontario. He has influenced technical innovations in mechanizing mine shaft sinking which has increased productivity and decreased construction cost, while making the operations safer.

Jeanette Corbiere Lavell – activist, educator and community worker. Jeanette was one of several Indigenous women who brought increased public awareness to the gendered discrimination that First Nations women faced because of status law. Her efforts were central to revising patriarchal aspects of Canadian legal code.

NIPISSING UNIVERSITY

Report of the

PLANNING AND PRIORITIES COMMITTEE

Friday, April 28, 2017

The seventh meeting of the Planning and Priorities Committee was held on Friday, April 28, 2017. The following members were in attendance:

COMMITTEE MEMBERS:

Harley d'Entremont (Chair)	Chris Hachkowski	Anne Wagner
Murat Tuncali	Blaine Hatt	Dan Walters
Rick Vanderlee	Reehan Mirza	Janet Zimbalatti
Nancy Black	Roxana Vernescu	

Regrets: Jim McAuliffe, Carole Richardson, Jamie Graham, Anahit Armenakyan, April James, Katrina Srigley, Sydney Lamorea, Jordan Dempster, Cory Tremblay

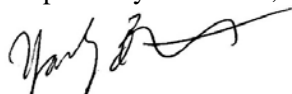Recording Secretary: S. Landriault

The revised version of the Draft Academic Plan 2016-2021 including suggested revisions from the previous meeting was brought forward for discussion at the meeting. PPC members agreed that the document accurately reflected the comments provided at the meeting. The document was reviewed again, suggestions were discussed and further revisions were made. PPC was in agreement to approve the Draft Academic Plan 2016-2021. The revisions will be made and the document will be sent out to PPC members electronically.

Motion 1: Moved by M. Tuncali, seconded by B. Hatt that the Planning and Priorities Committee approve the Draft Academic Plan 2016-2021 as amended at the PPC meeting of April 28, 2016, subject to e-mail confirmation/verification of the changes made.
CARRIED

The Provost advised that he is working on a draft of the SMA. The SMA will be required to be sent to the Ministry soon.

The Provost provided copies of the letter received from the Ontario Universities Council on Quality Assurance dated April 24, 2017 advising that the Quality Council had accepted the recommendation of the Audit Committee to approve the first Institutional One-Year Follow-up Response to the Quality Assurance Audit of Nipissing University. The Provost advised that he will work on a second document which will be brought back for discussion at the next PPC meeting.

Respectfully submitted,

Harley d'Entremont, PhD
Chair, Planning and Priorities Committee

Motion 1: That the Report of the Planning and Priorities Committee dated April 28, 2017, be received.

ACADEMIC PLAN 2017-2022

Approved by Senate on XXX

MISSION, VISION AND VALUES

MISSION – WHO WE ARE

Nipissing University will provide an exceptional and personalized student experience by:
- exemplifying the highest standards in scholarship, teaching, and research;
- encouraging students, faculty and staff to realize their full intellectual and personal potential to the benefit of our local, national, and international communities;
- recognizing our particular role in supporting northern communities, and Aboriginal, first generation, and international learners.

VISION – WHAT WE ASPIRE TO BE

Nipissing University will provide an exceptional and personalized student experience within a collegial and diverse learning community. We will focus on excellence, innovation, and creativity in scholarship and teaching. Graduates will embrace lifelong learning and will make a difference locally, nationally, and internationally.

VALUES – WHAT INSPIRES US

Nipissing University students, faculty, and staff exemplify a values-based culture in their pursuit of excellence. As reflected in our Coat of Arms, we believe that Integritas, defined as principled, honest, and sincere, is a motto upon which all else is built.

We are committed to collegiality, respect, and transparency in working together and with our community partners.

We embrace academic freedom.

The five key goals for the Academic Plan 2017-2022 are:

1. **<u>Increase Student Enrolment</u>**

   a. develop an international recruitment strategy based on areas of institutional strengths;
   b. continue to develop partnerships with other education providers to increase the numbers of upper-year transfers to the University;
   c. identify a limited number of new professional and non-professional undergraduate programs to increase opportunities for students;
   d. strengthen and enhance recruiting and marketing activities for Aboriginal students;
   e. enhance financial aid for students;
   f. review student recruitment strategies and encourage increased faculty involvement;
   g. explore, develop and support new or innovative educational offerings
   h. develop capacity strategy for limited enrolment programs

2. **<u>Improve Student Retention, Engagement, Student Success and Degree Completion</u>**

   a. enhance the student experience (inside and outside classroom), using high impact practices, as measured by NSSE;
   b. develop and implement a space plan for the University to create departmental space and more student space;
   c. review the structure of academic programs to ensure they provide flexibility for students;
   d. review and enhance all facets of academic advising to students;
   e. work collaboratively with NUSU to ensure students have an enriching student experience;
   f. ensure that student support services are adequate to respond to student need;
   g. ensure that library resources are adequate to respond to student and faculty need;
   h. improve post-degree support and links to employment;
   i. implement or enhance specific interventions in the areas of induction, active learning and co-curricular activities;
   j. implement an international student program;
   k. increase experiential learning opportunities

ACADEMIC PLAN   2017 – 2022   NIPISSING UNIVERSITY

3.   Strengthen the University's Indigenous Mandate

    a. increase the number of educational experiences, courses and programs which have a focus in whole or in part on Indigenous issues;
    b. increase the number of Indigenous professors;
    c. review and enhance the Aboriginal Advantage program; link to all programs on campus, especially professional programs;
    d. increase partnerships with local Aboriginal communities;
    e. continue to collaborate at the national and international level on Indigenous educational initiatives;
    f. increase the amount of collaborative Indigenous focused research

4.   Strengthen the University's Research Culture

    a. continue to support applications and increase research funding, particularly Tri-Agency funding;
    b. enhance existing graduate programs;
    c. introduce a limited number of new graduate programs in areas of demonstrated research strengths;
    d. ensure adequate planning, support and funding for research at the University;
    e. enhance faculty training and support;
    f. build mentoring program for new researchers;
    g. develop select number of new research centers and chairs, in partnership with industry or external bodies;
    h. increase student involvement in the research process;
    i. connect research to the community at large.

5.   Build a Culture of Teaching Excellence, Pedagogic Research and Inquiry

    a. establish a University center for teaching and learning;
    b. foster the development of research and evidenced-informed teaching practices to enhance student learning;
    c. support instructors to use technologies effectively to enhance student learning;
    d. enhance flexible learning spaces on campus;
    e. facilitate instructors' inquiry and research to understand and improve student learning through the scholarship of teaching and learning

(SoTL);
f. develop teaching awards and provide grants for SoTL;
g. Incorporate the use of a 'teaching dossier' to improve professional practice;
h. organize and host teaching and learning conferences;
i. build communities of learnership across campus to improve student learning.

Nipissing University
Annual Report of the Planning and Priorities Committee

May 18, 2017

During the academic year 2016-17, nine PPC meetings were scheduled; however, PPC met on seven occasions on the following days: October 28, November 25, December 16, January 27, February 24, March 24, April 28 and. The September 16 and May 19 meetings were cancelled as no agenda items were received.
PPC membership and attendance at the seven meetings were as follows:

Membership	**Attendance**
Harley d'Entremont, Chair	7
Anahit Armenakyan	5
Nancy Black	4
Jordan Dempster	2
Jamie Graham	3
Chris Hachkowski	5
Blaine Hatt	6
April James	6
Sydney Lamorea	3
Jim McAuliffe	4
Reehan Mirza	6
Carole Richardson	2
Katrina Srigley	6
Cory Tremblay	3
Roxana Vernescu	5
Murat Tuncali	4
Rick Vanderlee	4
Ann Wagner	4
Dan Walters	5
Janet Zimbalatti	4

PPC discussed the following matters during the year:

IQAP Reviews
The following programs are scheduled for cyclical review in 2017-18:
* Sociology (Arts & Science)
* Physical and Health Education (Schulich School of Education)
* Master of Education (Schulich School of Education)

Other
* The Provost provided a report on international student costing which detailed the revenue and expenses of bringing in 100 students (30-40 per year).
* The Report of Quality Assurance Audit, the Summary of the Principal Findings of the Quality Assurance Audit, the Summary of the Principal Findings of the Quality Assurance Audit of Nipissing University (February 2016) and the Desk Audit Report on Nipissing University's Response to the Causes for Concern (July 2016) were discussed and responses to the recommendation were made.
* IQAP templates provided by Brock University were revised for use by Nipissing University.
* The final step of the Quality Assurance Audit, the Institutional One Year Follow-up Report was presented to Senate.
* PPC approved a request for a one-year extension of the School of Nursing IQAP Review.
* The Response to the Quality Assurance Audit was approved by Senate.
* The revised IQAP document was approved by Senate.
* The Draft Academic Plan 2017-2022 was amended and forwarded to Senate for approval.

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

Respectfully submitted,
Original signed by:

Harley d'Entremont, PhD
Provost and Vice-President, Academic & Research
Chair, Planning and Priorities Committee

Motion 1:   That Senate receive the 2016-17 Annual Report of the Planning and Priorities Committee, dated May 18, 2017.

Annual Report of the Undergraduate Studies Committee

May 12, 2017

The Undergraduate Studies Committee met eight (8) times between July 1, 2016 and May 12, 2017.

The following is an outline of its membership and attendance.

Membership	Attendance
Harley d'Entremont (Chair)	8
Murat Tuncali	7
Carole Richardson	6
Rick Vanderlee	6
Jamie Graham	7
Daniel Jarvis	6
Mumbi Kariuki	5
Tony Parkes	7
Roxana Vernescu	6
Anne Wagner	7
Richard Wenghofer	7
Jordan Dempster	5
Sydney Lamorea	3
Cory Tremblay	2
Pavlina Radia (Designate)	1
Crystal Pigeau (Designate)	1

The Undergraduate Studies Committee approved a total of 161 motions.

The Annual Report of the Undergraduate Standing & Petitions Subcommittee was received.

The following new degree, certificate and program requirements, including amendments and revisions were approved:

Faculty of Applied & Professional Studies:
- School of Criminology and Criminal Justice
- Social Work

Faculty of Arts and Science:
- Classics
- Philosophy
- Sociology

Schulich School of Education
- Aboriginal Classroom Assistant Diploma Program
- Bachelor of Education

New courses, course revisions, banking or deletions were approved in the following degrees/disciplines:

Faculty of Applied & Professional Studies:
- School of Business
- School of Criminology and Criminal Justice
- School of Nursing
- Social Welfare and Social Development
- Social Work

Faculty of Arts and Science:
- Biology/Philosophy
- Classics
- Computer Science and Mathematics
- Economics
- Fine and Performing Arts
- Gender Equality and Social Justice
- Geography
- History
- Philosophy
- Political Science
- Psychology
- Religions and Cultures
- Sociology and Anthropology
- Spanish
- Summer Institutes
- University Success

Schulich School of Education:
- Aboriginal Classroom Assistant Diploma Program
- Bachelor of Physical and Health Education

Other Business:
- Admission and advanced standing within the Toronto Film School Articulation Agreement
- Admission Policy, Advanced Standing and Graduation requirements: Aboriginal Classroom Assistant Diploma Program
- Policy: Distinction at Graduation
- Policy: Proof of Proficiency in English

Respectfully submitted,

Dr. Harley d'Entremont
Provost and Vice-President, Academic and Research
Chair, Undergraduate Studies Committee

MOTION 1:   That Senate receive the Annual Report of the Undergraduate Studies Committee, dated May 12, 2017.

NIPISSING
U N I V E R S I T Y

ANNUAL REPORT OF THE
STUDENT APPEALS COMMITTEE

May 4, 2017

The Student Appeals Committee Individual Appeal Panels met 9 times between July 1, 2016 and May 4, 2017.

COMMITTEE MEMBERS

J. Graham (Chair)
Tony Parkes
Lanyan Chen
Jeff Scott
Sarah Winters
Jeff Overall
Julie Corkett
Sydney Lamorea
Cory Tremblay
Jordan Dempster

Eight appeals were submitted to the Student Appeals Committee, as follows:

3 – Faculty of Applied and Professional Studies
2 – Concurrent Education - Brantford
3 – Schulich School of Education

Respectfully submitted,

Jamie Graham, Chair
Student Appeals Committee

Motion 1:   That the Annual Report of the Student Appeals Committee dated May 4, 2017, be
                   received by Senate.

Annual Report Teaching and Learning Committee 2016-2017

Meeting Dates: **February 13th, 2017** - *attendance record missed, and subsequently unknown/unreported at time of report.
                         March 20th, 2017

Committee Member	Number of meetings
M. Tuncali	1
C. Richardson	2*
R. Vanderlee	1
J. McAuliffe	2*
S. Lamorea	1
N. Black	1
O. Podkorny	1
D. Hackett	1
T. McParland	2* (see note above)
C. Mady	1

The first meeting of the Teaching and Learning Committee did not have quorum due to lack of members (miscommunication because of a mix-upped doodle poll). The discussion was related to the online SOS, but due to lack of quorum it was deferred to then n meeting.

The second meeting was a full committee meeting. Two lines from the Terms of Reference of the Library subcommittee as follows were reviewed:*"(v) to engage in on-going review, needs assessment and policy development in all matters related to continuing education and the development, delivery and review of courses delivered at a distance, and to make recommendations to the Teaching & Learning Committee as necessary and appropriate, for conveyance to Senate; and (vi) to encourage best practices in distance education by continuing to assess the appropriateness and effectiveness of various delivery modes."* The bylaw committee suggested that the lines be incorporated into the Terms of Reference of the Teaching and Learning Committee. The discussion was to incorporate or to delete was discussed and the general census of the group was to delete these lines.

Additionally, the online SOS were discussed at length. The ability to put the SOS in the web advisor was discussed, as this was relayed to one of the committee members by the registrar's office. It was determined that the chair would follow up with the registrar's office to determine the steps to incorporate the online SOS into web advisor or some other database connected to courses/registrar's office, and report back to the committee. A follow-up email was sent to the commit to report on the findings on March 24th.

The chair has yet to follow-up with Grant Pearson, a software architect to further discuss with the committee to determine next steps.

The chair wishes to thank the committee members for their patience and diligence.

Respectfully submitted,
Tammie McParland RN, PhD
Chair, Teaching and Learning Committee

Motion 1: That the Senate receive the Annual Report of the Teaching and Learning Committee dated May 11, 2017.

Nipissing University
Annual Report of the Library Advisory Senate Subcommittee – 2016/2017

April 27, 2017

The Library Advisory Senate Subcommittee met three times: December 15, 2016; January 25, 2017 and March 31, 2017

Membership	**Attendance**
Nancy E. Black (Chair)	3
Margaret Owens (Vice Chair)	2
Anahita Baregheh (Skype)	3
Astrid Steele	3
Natalya Brown	3
Christine Cho (Skype)	2
Lanyan Chen	2
Geoff Hartley	1
Sydney Lamorea (student representative)	1

Janet Coates (minute taker)

At our first meeting, the subcommittee terms of reference were reviewed and Margaret Owens agreed to be Vice Chair. In the revised terms of reference, as approved by Senate in May 2016, two terms were removed from the Library Advisory Subcommittee: ((v) *to engage in on-going review, needs assessment and policy development in all matters related to continuing education and the development, delivery and review of courses delivered at a distance, and to make recommendations to the Teaching & Learning Committee as necessary and appropriate, for conveyance to Senate; and (vi) to encourage best practices in distance education by continuing to assess the appropriateness and effectiveness of various delivery modes*). The concepts/principles underlying these terms were re-directed to the Teaching and Learning Committee for discussion and possible inclusion with the Teaching and Learning Committee terms. As a member of the Teaching and Learning Committee, I followed up and discussion occurred at a recent Teaching and Learning Committee meeting.

This past year, Library Advisory Subcommittee focused attention on the NUFA Donation as well as the Special Acquisitions Fund. Following previous practice, faculty members were invited to submit recommendations for purchase for the donation and for the fund. The committee reviewed the suggestions, which were then purchased; the items arrived before end of fiscal 2016/17. A report summarizing the process and outcome will be provided to NUFA. As chair of the Library Advisory Subcommittee, I also kept the committee apprised of various activities taking place in the library, such as: the very successful million visits celebration which took place March 30 – which received very positive media attention, including Vic Fedeli's announcement made in the Ontario Legislature; updates on the ongoing discussions in the community and at North Bay City Council regarding the Dionne Quintuplet records; any other activities of interest to committee members in support of research, teaching and learning.

Respectfully submitted,

Nancy E. Black

Nancy E. Black
Chair, Library Advisory Subcommittee

Motion 1: That the Teaching and Learning Committee receive the Annual Report of the Library Advisory Subcommittee dated April 27, 2017.

Nipissing University
Annual Report of the Technology and Infrastructure Committee

May 8, 2017

During the 2016-17 academic year, the Technology and Infrastructure Committee met three times on September 15, January 20, and April 6. Members of the Committee also met with personnel from UTS on May 2 to audit a number of North Bay Campus classrooms and make recommendations to improve the classrooms.

The membership of the Committee changed midway through the year, with the Director of Technology Services and the Vice-President Finance and Administration becoming Ex Officio members at the December meeting of Senate. Membership and attendance at the two newly-structured committee meetings were as follows (membership and attendance at the September meeting before the Committee was restructured are in parentheses):

Rob Breton, Chair	2 (1)
Daniel Jarvis, Vice-Chair	2 (1)
Anahita Baregheh	2 (1)
Laura Rossi	2 (1)
Nancy Black	2 (1)
Jordan Dempster	2 (1)
Heather Hersemeyer	2
Cheryl Sutton (or designate)	1
Markus Hawco (joined the Committee in March)	1

The Committee discussed and then composed a classroom and technology survey that it sent out in the first academic semester. Members of the Committee corresponded many times over email, drafting and redrafting the survey and exchanging comments on the results of the survey and the resulting composition of a Senate report. The report was received by Senate and endorsed by Senate at the March meeting. The Committee wants to thank Kyle Charron and Mary Toye for their work on the survey.

At our meetings, the Committee also discussed changes to its Terms of Reference. These were passed by Senate at the December Senate Meeting.

The Committee also discussed and has begun composing a Research survey which it hopes to pursue next year.

The Chair acknowledges and thanks the Technology and Infrastructure Committee members for their many hours of work.

Respectfully submitted,

Rob Breton

Motion 1: That Senate receive the 2016-17 Annual Report of the Technology and Infrastructure Committee, dated May 8, 2017.

Annual Senate Report of Research Council 2016/2017

May 12, 2017

The Research Council (RC) for the 2016/17 academic year met 4 times, November 4, 2016, December 7, 2016, February 1, 2017 and March 29, 2017. The membership and attendance are outlined as follows:

Membership	Attendance
Harley d'Entremont, Chair until December 2016	2
Jim McAuliffe, Chair	3
Nancy Black	3
Brenda Bruner	2
Amir Erfani	4
Kirsten Greer	2
Mukund Jha	3
Jeffrey Overall	3
Carole Richardson	3
Dan St. Georges	4
David Tabachnick	3
Murat Tuncali	4
Rick Vanderlee	4
Vesko Valov	3
Graduate Student Representative - Vacant	

The Research Council discussed the following matters during the year:

Research Achievement Award

The Research Achievement Award selection committee received five (5) nominations by the submission date and three (3) after the submission date. The selection committee met and agreed that Dr. Anahita Baregheh, Dr. Rob Breton, Dr. Kristen Ferguson, Dr. Lesley Lovett-Doust, and Dr. Astrid Steele, would be the award recipients for 2017-18.

Strategic Research Plan (Process)

The Research Council struck a sub-committee to develop a new Strategic Research Plan (SRP). It was agreed that the SRP sub-committee would consist of Jim McAuliffe (Chair), Kirsten Greer, David Tabachnick and Mukund Jha.

Strategic Research Plan (Updates)

The committee has had several meetings. We used the qualitative data from the Program Prioritization Process document to pull information from along with the submitted faculty CV's to try and flush out common research themes. The committee proposes that we present the SRP in an online interactive platform rather than a paper document. The RC has provided general support of the "online approach". The committee will continue to work over the summer months to develop a draft of the SRP.

Chancellor's Award of Excellence in Research

The committee met and reviewed the applications. A recommendation was made to the Provost, Vice-President Academic & Research. The winner will be presented the award at convocation.

IRG Selection Committee

The IRG selection committee has been struck. There are a total of 17 IRG applications. The committee will meet on Tuesday May 16th to award the IRG's for 2017.

Respectfully submitted,

Jim McAuliffe
Dean of Graduate Studies & Research, Chair

Motion: That Senate accepts the report of Research Council for 2016-2017 as submitted

Annual Report of the Graduate Studies Council 2016/ 2017

May 9th, 2017

During the year, The Graduate Studies Council met on seven occasions:
September 26th, 2016
October 24th, 2016
November 28th, 2016
January 16th, 2017
February 27th, 2017
March 27th, 2017
May 8th, 2017

Membership	Attendance
Jim McAuliffe, Chair	7
Nancy Black	6
Greg Brown, then Carly Dokis from May	6
Jeff Dech	5
Hilary Earl	6
Lorraine Frost (Dan Jarvis, Kurt Clausen)	6
Jamie Graham	5
Barbi Law, then Graydon Raymer from November (Brenda Bruner)	6
Carole Richardson	7
Murat Tuncali	5
Rick Vanderlee	6
Mark Wachowiak	3
Student positions - vacant	

The Graduate Studies Council discussed the following matters during the year:

1. Funding principals were established, utilized in January and February 2017 and have worked well (allowing for clear and timely offers to be sent and funds to be reallocated in a fair manner) so this model will be used again in 2018
2. Digitizing major research papers, theses, and dissertations ; this was adopted in April 2017 and all final work is now submitted digitally rather than as bound hard copies
3. The new Graduate Studies website was launched in April 2017
4. History 5606 Environmental History was added to the graduate program and eight MA History courses were banked
5. the Course Curriculum for the MA Sociology was approved
6. the "10 Hour Rule" has been revised, and renamed The Principle of Timely Completion

Pending items:
1. Travel Funding

2. the Graduate Membership Policy
3. The creation of a Graduate Appeals, Standings and Petitions and Leave & Time Extensions Committees.

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

Respectfully submitted,

Jim M⁽Auliffe

Dr. Jim McAuliffe
Dean, Graduate Studies and Research

Motion 1: That Senate receive the Annual Report of the Graduate Studies Council 2016/2017 dated May 9th, 2017

President's Annual Tenure and Promotion Report

2016-17

May 15, 2017

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

Article 25.25 (a) of the Collective Agreement states that, "Every year by May 20, the President of the University will prepare a Report on Tenure and Promotion which will be appended to the September Senate agenda and submitted to the Board around the same time". Article 25.25 (b) defines the dimensions of the report as follows:

TENURE				
Applications	**Granted**	**Denied**	**Deferred**	**Withdrawn**
12	12	0	0	0
Applicants Awarded Tenure (Tenure & Promotion Process):				
A. Ackerman		A. Armenakyan		
A. Baregheh		J. Carré		
C. Cho		C. Dokis		
M. Litalien		K. Lucas		
T. McParland		T. Sibbald		
R. Vernescu		R. Wenghofer		

PROMOTION TO ASSOCIATE PROFESSOR				
Applications	**Granted**	**Denied**	**Withdrawn**	**URAC**
13	12	1	0	0
Applicants Awarded Promotion to Associate Professor:				
A. Ackerman		A. Armenakyan		
O. Atari		A. Baregheh		
J. Carré		C. Cho		
C. Dokis		T. Horton		
M. Litalien		K. Lucas		
W. Peters		T. Sibbald		
R. Wenghofer				

PROMOTION TO PROFESSOR			
Applications	**Granted**	**Denied**	**Withdrawn**
5	5	0	0
Applicants Awarded Promotion to Professor (T&P Process):			
R. Breton		G. Brown	
L. Chen		H. Earl	
L. Kruk			

No. of Applications heard by the University Review Appeals Committee	0
No. of Grievances heard by the University Review Appeals Board	0

No. of Job Candidates awarded Tenure upon appointment	2
No. of Job Candidates awarded Promotion to Associate Professor or Professor upon appointment	0

STRATEGIC MANDATE AGREEMENT

Nipissing University
2017-20
Draft Submission Template between the
Ministry of Advanced Education and Skills Development and Nipissing University

NIPISSING UNIVERSITY

Ontario

Ontario's Vision for Postsecondary Education

Ontario's colleges and universities will drive creativity, innovation, knowledge, skills development and community engagement through teaching and learning, research, and service.

Ontario's colleges and universities will put students first by providing the best possible learning experience for all qualified learners in an affordable and financially sustainable way, ensuring high quality and globally competitive outcomes for students and Ontario's economy.

Nipissing University Vision, Mission and Mandate

Institutional mandate, mission, and vision statements describe where an institution currently is and where it sees itself in the future. Nipissing University submitted the following during the 2014-17 Strategic Mandate Agreement (SMA) process:

VISION
Nipissing University will provide an exceptional and personalized student experience within a collegial and diverse learning community.

We will focus on excellence, innovation, and creativity in scholarship and teaching. Graduates will embrace lifelong learning and will make a difference locally, nationally, and internationally.

MISSION
Nipissing University will exemplify the highest standards in scholarship, teaching, and research.

In addition, Nipissing University will encourage students, faculty and staff to realize their full intellectual and personal potential to the benefit of our local, national, and international communities.

Nipissing University will recognize our particular role in supporting northern communities, and Aboriginal, first generation, and international learners.

VALUES
Nipissing University students, faculty, and staff exemplify a values-based culture in their pursuit of excellence. As reflected in our Coat of Arms, we believe that Integritas, defined as principled, honest, and sincere, is a motto upon which all else is built. We are committed to collegiality, respect, and transparency in working together and with our community partners.

We embrace academic freedom.

If your institutional mandate, mission and vision have changed, or will be changing, since SMA 2014-17, please provide the following:

- *Institutional mandate statement – identifies an institution's current role within Ontario's postsecondary education system, as it relates to establishing legislation (as applicable) and current strategic plan;*
- *Institutional mission statement – describes how priority activities undertaken at an institution help to further its mandate; and,*
- *Institutional vision statement – indicates how an institution's future aspirations align with the government's vision for higher education, skills development and differentiation priorities.*

Preamble

This Strategic Mandate Agreement between the Ministry of Advanced Education and Skills Development and Nipissing University outlines the role the University currently performs in Ontario's postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives and government priorities.

The Strategic Mandate Agreement (SMA):

- Identifies and explains the shared objectives and priorities between the Ontario government and the University;
- Outlines current and future areas of program strength;
- Supports the current vision, mission, and mandate of the University and established areas of strength within the context of the University's governing legislation;
- Describes the agreed-upon elements of the new university funding model , including:
    - a University's enrolment plans as well as their projections of their enrolments relative to their corridor midpoint and any desired changes to their corridor during the period of this SMA; and
    - differentiation areas of focus including metrics, targets and differentiation grant allocation.
- Provides information on the financial sustainability of the institution; and
- Informs Ministry decision-making and enables Ministry to align its policies and processes to further support the University's areas of strength.

The term of the SMA is from April 1, 2017, to March 31, 2020.

The agreement may be amended in the event of substantive policy or program changes that would significantly affect joint commitments made in the SMA (e.g. Major Capacity Expansion, Highly Skilled Workforce, etc.). Any such amendment would be mutually agreed to in writing, dated, and signed by both signatories.

Aspirations

The Ministry recognizes the importance of supporting institutions to evolve and acknowledges the strategic aspirations of its postsecondary education institutions. The SMA is not intended to capture all decisions and issues in the postsecondary education system, as many will be addressed through the Ministry's policies and standard processes. The Ministry will not be approving any requests for capital funding or new program approvals, for example, through the SMA process.

Institutional Aspirations:

Nipissing University will continue to be an essential economic driver in Northeastern Ontario with a focus on excellence in undergraduate teaching and learning. Our commitment to providing access to first generation, aboriginal, disabled and other underrepresented groups, combined with our focus on the overall student experience, will assist the communities of the north and others to fulfill their economic, education and professional needs. Nipissing will respond to the increasing demand for interdisciplinary and multidisciplinary programs that blend critical theory with practice and experiential learning which will result in graduates who are well rounded and productive citizens who are prepared for the workforce in Ontario.

Shared Objectives and Priorities for Differentiation

In the next section, universities are requested to indicate how recent and planned initiatives and/or investments help to further focus on areas of differentiated strength, including:

- *Student Experience;*
- *Innovation in Teaching and Learning Excellence;*
- *Access and Equity;*
- *Research Excellence and Impact; and*
- *Innovation, Economic Development & Community Engagement.*

1.0 Student Experience

This section captures institutional strengths in improving student experience, outcomes and success. This section recognizes institutions for measuring the broader learning environment, such as continuity of learning pathways; retention; student satisfaction; co-curricular activities and records; career preparedness; and student services and supports.

1.1   Institutional Approach to Improving Student Experience

Universities are asked to comment on existing or planned initiatives aimed at improving student the experience, including the uniqueness of your approach, target groups and partners involved. Quantitative and qualitative evidence will be used to reflect progress and achievements over time.

Nipissing University is a young and dynamic institution making a positive impact in the lives of its students, graduates, faculty, staff and communities. Through innovation and a continued commitment to students, the University has grown significantly from its century-old roots in teacher education to become a destination of choice for students seeking to reach their full personal, academic and professional potential. Primarily an undergraduate institution, Nipissing is renowned for providing a personalized education within a supportive community and with an engaged, dedicated faculty who engage in research that has an impact – locally and globally. Small classes provide students the ideal setting for meaningful interaction with faculty and collaboration with peers. Nipissing University is committed to responding to the postmillennial generation's different learning styles by offering an interdisciplinary and multidisciplinary curriculum that focuses on non-linear approaches to learning that includes applied, experiential learning.

Nipissing University scores well in terms of key performance indicators. Employment rates, both six months and two years out, are consistently above the Ontario average. Student surveys confirm that the undergraduate experience is excellent. The results of the 2015 Canadian University Survey Consortium showed that student satisfaction at Nipissing was significantly higher than the Ontario average. As an example of that, 92.4% of Nipissing students said they were "satisfied or very satisfied" with the overall quality of education, compared to 84.7% for all Ontario universities participating in the survey. On the question of whether or not they "received good value for their money", 77.7% of Nipissing students answered yes compared to 60.7% of all Ontario universities.

Notwithstanding its already excellent student experience, as measured by NSSE and other student surveys, Nipissing University will continue improving the overall student experience and engagement. Part of that improvement will include the development and implementation of a space plan for the University to respond to the identified need to create more cohesive departmental groupings and more student space. The University will work collaboratively with the Nipissing University Student Union (NUSU) to provide students with an enriching, holistic experience. The University has collaborated with NUSU in the development of plans for a state-of-the-art student center to be funded by the students. Nipissing University has enhanced its student services and supports significantly over the past few years, including the

introduction of an "early warning" system to ensure that students at risk receive appropriate assistance early – before a potential issue escalates. These new initiatives are designed to help with the University's overall retention strategy. Nipissing will be enhancing these systems over the next three years in order to provide additional assistance to students in distress.

Nipissing University undergraduate students are exposed to a wide variety of High Impact Practices during their program of studies. Students have significant opportunities to participate in classroom discussions, to make presentations and have access to seminar courses. Undergraduate research is integrated into curriculum delivery, and the University has been organizing an Undergraduate Research Conference (URG) for the past ten years. In recent years, the URG has attracted student participants from other universities in Ontario.

Nipissing University students have access to many experiential learning opportunities, including work-integrated opportunities. Arts and Science programs, as well as professional programs such as Education, Nursing, and Social Work, all have significant work placements as part of the curriculum. The Faculty of Arts and Science has created practicum courses at the second, third and fourth year levels to allow students to participate in experiential activities and to provide students with professionalizing opportunities before they graduate.

1.2   Examples of Institutional Initiatives

Universities are asked to include a list of key relevant initiatives, including a brief description to further explain your institution's approach:

1) Teacher Candidate Advisory Council – Elected student members from years one and two of the BEd program, along with the Academic Chairs, sit on a committee designed to encourage and recognize the student voice with regard to having input into program structure, content and learning outcomes.

2) Dish It With the Deans – Multiple opportunities exist for students in the BEd program to meet with the Dean and Associate Dean in an informal setting to discuss the program and other issues pertinent to the student experience.

3) Academic Retreats—The Dean and Associate Dean from the Arts and Science faculty, in collaboration with NUSU (Nipissing University Student Union), organize regular retreats with students to provide curriculum updates and to answer any questions related to academic success, experiential learning and extracurricular research opportunities.

4) Biidaaban Community Service Learning (BCSL) plays an important role in providing experiential learning and professional opportunities with the Near North community.

5) <u>Professional Day Workshops</u>— The Faculties of Arts and Science, Education, and Applied & Professional Studies, in collaboration with the student union, participate in annual professionalization workshops and panels that provide career guidance for students interested in pursuing careers outside academia.

6) <u>Professional Learning Program (PLP)</u> – The Professional Learning Program is designed to provide education students with educational technology integration sessions, career building workshops, special events and other unique learning opportunities and supports that will increase their knowledge, confidence and success as educators, both inside and outside the classroom. Facilitated by a Professional Learning Coordinator and supported by our Professional Learning Centre, this "added value" for our students contributes to their Record of Student Development (RSD) (co-curricular transcript).

7) <u>International Learning Experiences</u> – Our international learning experiences focus on rural communities and on culturally different locations. The University's international placements and partnership with Free the Children encourage students to practice and synthesize their learning in diverse environments in Australia, Cameroon, China, Ecuador, Egypt, England, Germany, Italy, Jamaica, Kenya, Mexico, and in the USA.

8) <u>NU SUCCESS</u> – This is a three pronged retention strategy focusing on providing proactive support to students at the University. This includes the use of interactive voice response campaigns directed to students; the initial launch and planned further enhancement of an online portal for faculty and staff to submit student concerns for follow up; and the launch of the "I (HEART) NU" program which provides opportunities for students to build their affinity with the University.

9) <u>Experiential Learning Centre</u> – The School of Business recently received $100,000 to build a new Sparrow Family Experiential Learning Centre for the School of Business. The goal of the Center is to enhance student experience and access to learning by providing increased experiential learning, networking and educational opportunities. The Center will coordinate co-op practicums, mentorship opportunities, work-integrated learning and international placements for the School of Business students.

10) <u>Summer Institutes</u> – The Faculty of Arts and Science has developed condensed-style courses called Summer Institutes to bolster Arts and Science students' access to learning by offering intensive learning opportunities during the spring and summer term. These courses combine flexibility with high quality learning. In the future, these opportunities can be expanded across the faculties.

1.3 Metrics and Targets

Institutional Metrics	Institutional Targets	System-Wide Metrics	Institutional Targets for System-Wide Metrics
• *NSSE Senior Respondents Value "Value of Experience" with Excellent or Good response* • *NSSE Score on question of whether you would attend responding with Definitely or Probably yes* • *CUSC Graduate survey question, How would you rate your overall satisfaction with your university?* • *Number of Students in a capstone based program.*	• Target 1 = 88% • Target 2 = 85% • Target 3 = 85%	• Proportion of fourth year students with two High-Impact Practices (HIPs) (from the National Survey of Student Engagement) • Year 1 to Year 2 retention (from the Consortium for Student Retention Data Exchange) • Proportion of operating expenditures on student services, net of student assistance (as reported in the Council of University Finance Officers data)	• Target 1 = 60% • Target 2 = from current 79% to 82% • Target 3 = 8.2%

Notes for filling out Section 1.3

Universities could consider the following examples among their preferred institutional metrics:

- *Student experience as it relates to graduate students*
- *Student Satisfaction Survey Results (NSSE Score)*
- *Composite score on NSSE questions related to enriching experiences and extra-curricular activities (e.g., estimated hours in co-curricular activities)*

2.0 Innovation in Teaching and Learning Excellence

This section focusses on innovative efforts including pedagogical approaches, program delivery and student services that contribute to a highly skilled workforce and ensure positive student outcomes.

This section captures institutional strengths in delivering high-quality learning experiences, such as experiential, entrepreneurial, personalized and digital learning, to prepare students for rewarding careers. It includes recognition of student competencies that improve employability.

It begins to identify indicators of quality that are currently available and within an institution's control.

2.1   Institutional Approach to Innovation in Teaching and Learning Excellence

Universities are asked to comment on existing or planned initiatives related to innovation in teaching and learning (e.g., co-op education, placements, simulations, digital modules and other high-impact practices), including target groups (e.g., part-time students, adult learners, etc.). Quantitative and qualitative evidence will be used to reflect progress and achievements over time.

Note: There is a particular interest in learning more about the activities/initiatives that Universities are pursuing in the area of experiential learning. A system-wide definition for experiential learning is currently under development and will be finalized in the near future. In the meantime, SMA Advisors are interested in learning about activities that Universities are pursuing that might fall into this category.

As one of the Northern universities, Nipissing University has taken the lead in spearheading innovation in teaching and learning excellence. An important player in Education and Applied Studies, Nipissing has also developed niche strengths in the humanities, social sciences and science areas that advocate student-focused learning, integration of research at the undergraduate level, and alternative learning methods via diverse modes of delivery—onsite, blended and online.

Nipissing University will continue to increase access to post-secondary education and support for students from small, non-urban communities across Ontario with a special focus on the North, including First Generation and Aboriginal learners. Nipissing University offers both professional and liberal arts and science programs at the undergraduate level, covering a range of disciplines. Programs are designed for flexible delivery with use of in-person, online, blended, summer residency and institutes to accommodate the needs of all students, including those in the workforce.

As the home university to many mature, first-generation students, as well as students with a GPA lower than the provincial average, Nipissing University prides itself on bolstering students' success through one-on-one engagement and alternative learning that takes into account students' diverse needs and backgrounds. The faculty at Nipissing provide individual and collective guidance and mentorship that assist students on their

path to success. Mentorship, small classes, and an engaged pedagogy that includes alternative modes of learning underpin Nipissing's teaching and learning methodologies that emphasize innovation in teaching and learning excellence through the following means:

a. Expansion of alternative learning modes of delivery (e.g., the Faculty of Arts and Science has doubled the number of online course offerings over the past two years);

b. Blended learning opportunities (using a combination of onsite and online delivery modes; using *Collaborate* to provide one-on-one engagement with students; providing online writing support via academic writing service courses);

c. Using electronic platforms and modules to enhance student experience. The university is engaged with ecampus Ontario, exploring the University's potential growth of open content material/s to bolster students' access to learning;

d. Fostering innovation, Nipissing University has been trailblazing new interdisciplinary and multidisciplinary programs that provide students with a wide range of learning opportunities and that include experiential learning as well as a holistic approach to education;

e. Responding to the TRC call for action, Nipissing University is in the process of implementing new curriculum policies and initiatives that engage with indigenous content. The University is in the process of expanding its Native Studies faculty complement. It has also recently hired the Chair of Indigenous Education to facilitate the indigenizing process;

f. Nipissing continues to develop unique online and onsite certificates to expand its educational reach and to include specific target groups that include part-time students, aboriginal and adult learners;

g. Nipissing University is innovative, both from the perspective of program design and the use of technology and social media as a learning resource. Nipissing strives to provide students with quality educational choices that include experiential, flexible, affordable and delivery-efficient program options;

h. Nipissing is implementing policies about experiential learning courses that vary from intensive condensed learning (i.e. summer institutes and practicals) to co-op and internship opportunities for which students receive regular credits.

2.2   Examples of Institutional Initiatives

Institutions are asked to include a list of key relevant initiatives, including a brief description to further explain your institution's approach:

Beginning 15 years ago with the iTeach program in the Schulich School of Education and now extended to the Faculty of Applied and Professional Studies (iLead) and the Faculty of Arts and Sciences (Digital Humanities; Game Design and Development; and Digital Classics), Nipissing as an institution is committed to the application of the latest technology, software applications and tools (from PCs to Macs, iPads, applets, SMART Boards, Wii-Motes, and more) to promote student achievement. Nipissing's graduates are technology-literate and well prepared with skills that make them sought after employees. For example,

graduates from Arts and Science programs such as Computer Science, English Studies, and Fine and Performing Arts are sought out by local businesses, specifically FDM4, as high quality workforce. Nipissing will grow and support student access to education through flexible and innovative programming and applied degrees that capitalize on multiple college partnerships, cross-sector partnerships (e.g. with health care organizations, local adult literacy groups, etc.), diploma/degree completion strategies that involve laddering opportunities (modules/certificates/diploma/ degree/Masters/PhD), blended learning and online models of delivery and access, credit transfer recognition, and relevant student placement opportunities.

Student surveys, such as the NSSE and CUSC, demonstrate that students value their experience at Nipissing University. For example, in the NSSE survey, first-year Nipissing students rated their educational experience on average 3.37 out of 4.00 compared to the Ontario average of 3.11. On the key CUSC-CCREU question regarding satisfaction with their decision to attend their university, 97.2% of Nipissing student stated they were satisfied or very satisfied with their decision compared to the Canadian average of 93.2%.

Nipissing University undergraduate students are exposed to a wide variety of High Impact Practices during their program of studies. Students have significant opportunities to participate in classroom discussions and to make presentations, and they have access to seminar courses. Undergraduate research is integrated into curriculum delivery, and the University has been organizing an Undergraduate Research Conference (URG) for the past ten years. In recent years, the URG has attracted student participants from other universities in Ontario.

Nipissing University students have access to many experiential learning opportunities, including work-integrated learning opportunities. Professional programs such as Education, Nursing and Social Work all have significant work placements as part of the curriculum. The Faculty of Arts and Science has created practicum courses at the second, third and fourth year levels to allow students to participate in experiential activities.

Our Schulich Teaching Fellow Awards honour faculty members who represent outstanding achievement in teaching at Nipissing University. Schulich Fellows commit to working with colleagues to increase teaching excellence across faculties and are engaged in developing innovative learning materials to share with others, as well as disseminate excellence in teaching methodologies.

Further examples of institutional initiatives include:

1) Community Leadership Experience (CLE) – Teacher candidates in the Bachelor of Education degree (BEd) program at Nipissing University are required to complete a community placement in their second year of study. Through this experience, our teacher candidates have the opportunity to broaden their practical experience by exploring different ways of applying the pedagogical skills and theoretical knowledge they have gained in the BEd program.

2) Teaching Practicum – Students are required to do 19 weeks of practicum in school classrooms as part of the degree requirements for the Bachelor of Education degree.

3) <u>Community Leadership Placements</u> – Students in the Bachelor of Physical and Health Education degree are required to complete Community Leadership Placements in Years 3 and 4 of their Honours degree. These take place throughout the province.

4) <u>Practical physical education classes and active labs</u> in the BPHE program afford students hands-on experience in the undergraduate program.

5) <u>iLEAD in the School of Business</u> – The iLEAD Business Experience Certificate is a unique way to **L**earn through **E**xperience, **A**ction and **D**iscovery. It offers Business students the opportunity to earn credits toward their degree through directed study, honours thesis, workplace internships, overseas study and service to others, all in an effort to provide "More than Just a Degree."

6) <u>Scholar Practitioner Program (SPP)</u> – Launched in 2011, the SPP is offered in partnership with three of Canada's leading Academic Health Centres (the University Health Network, Hospital for Sick Children, and Toronto Public Health). This intensive two-year, six-semester program is open to students who already have a degree in any field of study, and it provides a unique and accelerated path to graduation and Nursing credentials. This advanced apprenticeship model of education is designed to provide a rich academic learning experience that maximizes resources, allowing students to work and learn in a variety of health care settings, receive hands-on, practical experience and direct their own learning with support from qualified nursing academics. The program includes an e-portfolio that plays an essential role in the process of narrative inquiry and building evidence-based scholarly practice and ensures understanding of core program learning outcomes.

7) <u>RPN to BScN Blended Learning Program</u> – This is an accredited part-time program for RPNs registered through the College of Nurses of Ontario who want to earn a BScN. Theory is delivered online with clinical experience provided in partnership with over 300 health care institutions across Ontario. The program is innovative and specifically supports mature working students who are upgrading their nursing credentials.

8) <u>Canadore College Collaboration</u>: Nipissing University has developed a number of fully integrated program offerings with Canadore College whereby students can obtain a Bachelor's degree from Nipissing as well as a Diploma from Canadore. This has been done in the following areas: (1) Criminal Justice (Nipissing) and Foundations of Policing (Canadore); (2) Social Welfare and Development (Nipissing) and Social Services Worker (Canadore); (3) Science (Nipissing) and Environmental Technologies (Canadore).

9) The University is committed developing a Teaching Learning Center called "The Teaching Commons @ Nipissing University." It will be both a space and a community that extends well beyond its walls, dedicated to better understanding teaching and to improving student learning. The TC will bring together teaching development, teaching and learning research, and undergraduate inquiry learning

under one roof. The TC will support building and sharing teaching expertise, integrating technologies to enhance learning and conducting inquiry to improve student learning.

10) The University is also spearheading pathways with colleges to expand its curriculum offerings, as well as to complement students' increasing demand for education that combines theory with practice. Nipissing's recent pathway with the Toronto Film School taps into the growing potential of the film industry in North Bay, connecting with the City of North Bay and the Near North Media Lab. The connection to the film production/media industry provides Nipissing students with a unique opportunity to combine their academic interests with professional aspirations.

2.3   Metrics and Targets

Institutional Metrics	Institutional Targets	System-Wide Metrics	Institutional Targets for System-Wide Metrics
• *Number of students enrolled in an experiential learning program at an institution* • Composite score from NSSE Reflective and Integrative Learning	• Target 1 = TBD as tracking system needs to be created • Target 2 = Better than average of Ontario Peer Group	• Composite score on NSSE questions related to students' perceived gains in higher order learning outcomes • Proportion of programs with explicit curriculum maps and articulation of learning outcomes • Graduation rate (from the Consortium for Student Retention Data Exchange)	• Target 1 = Better than average of Ontario Peer Group • Target 2 = TBD • Target 3 = Improve from 70% to 72%

Notes for filling out Section 2.3

Universities could consider the following examples among their preferred institutional metrics:

- *Range of delivery modes used to promote deep and/or collaborative learning*
- *Measures of teaching quality (for example, proportion of faculty or courses assessed as "good" or above on student satisfaction evaluations and/or performance reviews)*
- *Measures related to effective teaching practices*
- *Methodologies and/or practices used to promote student/faculty interactions*
- *Number of students enrolled in an experiential learning program at an institution*

3.0 Access and Equity

This section recognizes institutions for their efforts in improving postsecondary education equity and access. Institutions play an important role in providing equitable and inclusive environments that make it possible for students from diverse communities to thrive and succeed.

Institutions will also be recognized for creating equitable access opportunities that can include multiple entrance pathways and flexible policies and programming, with the focus on students who, without interventions and support, would not otherwise participate in postsecondary education. Examples include outreach to marginalized youth, transition, bridging and access programs for adults with atypical education histories and who do not meet admission requirements.

3.1 Institutional Approach to Improving Access and Equity

Universities are asked to comment on the characteristics of the students for whom access is being provided, as well as the programming; policies and practices that are uniquely supportive of access for diverse groups of students. Universities are also asked to comment on the involvement of community partners and expectations and definitions of success.

Nipissing University will continue to increase access to post-secondary education and support for students from small, non-urban communities across Ontario with a special focus on the North, including First Generation and Aboriginal learners.

Nipissing has a large percentage of female (72%), First Generation (10%) and Aboriginal (10) students, as well as students following non-traditional pathways (college transfers, professionals, mature students) who want flexibility and just-in-time learning options (over 8,800 online, correspondence and blended registrations annually). Nipissing University's philosophy reflects the friendly, safe, personalized student experience with meaningful access to student service supports and faculty who actively engage undergraduate students in their research – one element that differentiates the Nipissing undergraduate experience from others.

To facilitate the transition of Aboriginal learners into post-secondary studies, Nipissing's Office of Aboriginal Initiatives is collaborating with the Faculty of Arts and Science on the Aboriginal Advantage Program. It supports a cohort of Aboriginal learners, providing them with academic, cultural and personal supports to complete 24 credits with the goals of successful transition and retention. The cohort approach allows students to build support networks during the program that extend beyond their successful completion of the academic year. Strong cultural support includes an Elder in Residence who provides one-on-one support to students. The program courses are focused on transition to university and establishing strong writing skills in the first year. Currently, one course focuses on leadership with a strong cultural component that incorporates indigenous pedagogical approaches. Future directions for the Aboriginal Advantage Program include relationships with the Faculty of Applied and Professional Studies to build pathways to these fields for Aboriginal students. Nipissing is working with Kenjgewin Teg Educational Institute on Manitoulin Island, the Mushkegowuk Council in James Bay and the Bimose Tribal Council in Kenora on pilot projects for the

delivery of courses in First Nations communities, allowing students to remain in their communities while studying.

The choice of new programs to be developed is shaped in part by the needs of the community. One of Nipissing's objectives is the development of programs and initiatives that support First Nations. Over time, Nipissing has built and strengthened relationships with First Nations and Aboriginal communities, a critical approach to regional development in Northern Ontario. The Nipissing University Aboriginal Council on Education (NUACE) is consulted in the development of programs and initiatives that impact Aboriginal peoples and communities, as NUACE members are well-situated to identify regional needs. Among the programs currently in development are programs in the area of Aboriginal Education as well as Aboriginal Governance/Public Administration, Rural Nursing (with a focus on Aboriginal Nursing), Indigenous Archaeology, Environmental Geoscience, Human Rights and State Violence and Social Work.

In addition to Aboriginal student success programming, the Office of Aboriginal Initiatives offers exceptional experiential learning opportunities through our programming that impact Nipissing University students as well as First Nation, Métis and Inuit students in the local community, including students at Nipissing First Nation. Biidaaban Community Service-Learning is a curricular, experiential learning opportunity offered in collaboration with faculty members, community organizations and Nipissing University students. A specialized focus of Biidaaban Community Service-Learning (BCSL) is support for First Nation, Metis and Inuit students in grades K-12 in the local school boards and at Nbisiing Secondary School on Nipissing First Nation through classroom support and Biidaaban After School Homework Support programs. The university students who participate in BCSL are primarily non-Aboriginal, and there is a strong cultural awareness component to the program, broadening their understanding of Aboriginal communities and peoples. In 2013-2014, 171 Nipissing University students participated in BCSL for a total of 13,190 volunteer hours across Ontario with 25 community organizations and 13 schools locally and at Nipissing First Nation. The Office of Aboriginal Initiatives also offers Aboriginal Mentorship Initiatives, a series of experiential learning opportunities for upper-year Aboriginal students with a strong cultural support component that nurtures our current university students through Elder support as they volunteer to mentor First Nation, Métis and Inuit students in grades 9-12. The leadership component includes land-based teachings and experiential learning on the land.

The University is pursuing a partnership with the Aboriginal Finance Officers of Canada to provide educational opportunities for Aboriginal public administration professionals. The University has held discussions with both the CEO (Terry Goodtrack) and the Director of Training (Dr. Paulette Tremblay) regarding both the delivery of online courses as part of their certification programs as well as transfer agreements to enable the graduates of their certification programs to complete a university degree from Nipissing.

Nipissing University has a very high number of students (405) transferring in from community colleges or participating in joint programs with community colleges. It offers a fully integrated Bachelor of Science in Nursing with Canadore College. Moreover, Nipissing has partnered with a number of community colleges to offer a degree completion pathway for college graduates wishing to complete a Bachelor of Commerce or a

Bachelor of Business Administration degree. Nipissing has also partnered with Canadore College to enable students to complete both a university degree and a college diploma in the areas of Criminal Justice as well as Social Welfare. Articulation agreements are also in place for college transfers in all university programs.

3.2   Examples of Institutional Initiatives

Institutions are asked to include a list of key relevant initiatives, including a brief description to further explain your institution's approach:

- Aboriginal Advantage (AA) Program: This transition program for Aboriginal learners provides an access point to university studies and includes prior learning assessment and recognition (PLAR), academic upgrading workshops, learning skill workshops and first year university courses. With the help of a team of Elders, staff, faculty and a Student Success Coach, the Aboriginal Advantage program helps Aboriginal learners achieve and supports Ontario's goal of a 70% post-secondary attainment rate.

- Aboriginal Student Links (ASL) Program: The ASL program is an effective university-Aboriginal community collaboration that supports life-long learning through peer mentorship. ASL involves university students mentoring secondary school students on a regular basis throughout the students' secondary years to help ensure their successful transition into PSE, the next stage of learning. In 2011, Nipissing's ASL program won a Martin Aboriginal Education Initiative Award from the Change-makers Initiative of Ashoka Canada.

- Summer Science Camps: These week-long camps welcome both Aboriginal and non-Aboriginal children to the Nipissing University setting to learn about science while being exposed to aboriginal perspectives, in a fun, active and engaging way.

- RPN to BScN Blended Learning Program: An accredited five-year part-time program for RPNs registered through the College of Nurses of Ontario who want to earn a BScN. Theory is delivered online, with clinical experience provided in partnership with health care institutions across Ontario. The program is distinctly innovative and supports mature working students who are upgrading their credentials.

- Summer Aboriginal Education Programs (Aboriginal Teacher Certification Program, Teaching Anishnaabemwin as a Second Language, Native Classroom Assistant Diploma Program and Native Special Education Assistant Diploma Program) are designed as low-residency programs for flexible delivery and improved accessibility. The new Aboriginal Education Act provides additional opportunities.

- RPN to BScN: Nipissing is playing an important provincial role in enabling college-trained RPNs to complete a Bachelor of Nursing degree with a fully-online RPN to BScN degree, the only such program in the province. With approximately 1000 learners throughout the province, and partnerships with over 300 health-care facilities, this allows RPNs to complete their Nursing degree while maintaining their employment without disrupting their family lives. Most of these learners are mature students with

family commitments. Without this program, these learners would not have access to this type of professional development and career enhancement.

- Crown Ward Mentorship Program: Nipissing is working with the Children's Aid Society on the design and implementation of a Crown Ward Mentorship program at the University. The mentorship program seeks to advance student experience by providing transitional and social support and skills development opportunities before the transition into postsecondary education while simultaneously providing leadership and development opportunities for upper-year students. Through this program, mentors act as agents of change by providing support to Crown Ward students who are exploring the possibility of postsecondary education. More specifically, the program aims to assist students by exposure to campus life, connecting to supports, understanding academic and professor expectations and demystifying the institutional language and hidden rules – all of which can be exceptionally challenging, especially for first generation students and youth in care.

- Scholar Practitioner Program: The SPP is a fully accredited, highly innovative second degree entry program that accepts qualified students with a university level degree. The program is targeted at individuals who have already completed any university degree and wish to move into the healthcare sector in the field of nursing. This program is designed as an apprenticeship that is primarily delivered in the health care sector in downtown Toronto with three partner institutions – University Health Network (UHN), SickKids and Toronto Public Health. The program will be partnering with the Michener Institute at UHN to provide a practical program that utilizes high-quality simulation resources in the three institutions and the Michener Institute.

- Summer Institutes: The Faculty of Arts and Science offers condensed two-week institutes in the Spring/Summer that combine academic content with experiential learning. The diverse modes of delivery (online, blended and onsite) provide students with opportunities to opt for a learning style that best addresses their needs and gives them the flexibility of condensing their studies within a relatively short period of time. This year, one of the summer institutes is taking students to Poland to examine war heritage sites. The institute combines theory with experiential learning, providing students with an opportunity to learn on both a national and an international scale.

3.3   Metrics and Targets

Institutional Metrics	Institutional Targets	System-Wide Metrics	Institutional Targets for System-Wide Metrics
• *Number/percentage of students entering a regular degree/diploma/certificate program after completing an access pathway* • *Number of students registered in an integrated college/university program*	• Target 1 = 15% of incoming class • Target 2 = 10% of student population	• Number and proportion of the following groups at an institution: A. Indigenous students, B. First generation students C. Students with disabilities, and D. Francophone students • Share of OSAP recipients at an institution relative to its total number of eligible students • Number of transfer applicants and registrations, as captured by the Ontario University Application Centre	• Target 1 = Indigenous Students representing 10% of student population. First Generation students representing 10% of student population. Students with disabilities representing 10% of the student population. • Target 2 = OSAP students representing 60% of the student population. • Target 3 = Transfer students representing 20% of incoming class based on OUAC data

Notes for filling out Section 3.3

Universities could consider the following examples among their preferred institutional metrics:

- *Number/percentage of students from diverse demographic/socio-economic groups successfully completing their program in some number of years, and subsequent labour market participation*
- *Number/percentage taking advantage of flexible program options*
- *Number of students in access pathway(s) and number/percentage successfully completing the pathway(s)*
- *Number/percentage of students entering a regular degree/diploma/certificate program after completing an access pathway*
- *Number/percentage of students from access pathways completing the regular degree/diploma/certificate program*
- *Number of College graduates enrolled in University programs*

4.0 Research Excellence and Impact

This section captures institutional strengths in producing high-quality research on the continuum of fundamental and applied research through activity that further raises Ontario's profile as a globally-recognized research and innovation hub. It also acknowledges that research capacity is strongly linked with graduate education.

4.1 Institutional Approach to Research Excellence and Impact

Universities are asked to comment on existing and planned contributions to research and scholarly endeavours, areas of research strength, partners involved and key research funding sources (e.g., federal, provincial, private, etc.). Quantitative and qualitative evidence will be used to reflect progress and achievements.

Undergraduate programs that offer honours specialization (e.g., English, History, Sociology, Psychology, Mathematics, Computer Science, Biology, Classical Studies, Environmental Geography, etc.) engage students in research, providing them with unique scholarly opportunities that prepare them for graduate studies and/or research-oriented careers. The integration of research at early stages of the undergraduate curriculum is unique to Nipissing and supports its emphasis on student engagement.

Complementing its undergraduate programs, Nipissing University has a strong research culture, demonstrated by the fact that its faculty have an impressive publication record and obtain peer-reviewed research grants as well as government and industry funding. Moreover, the University has been allocated four Canada Research Chairs, and faculty have won research awards/distinctions at the national and international levels. Faculty's research success justifies the development of a select number of graduate programs in areas of research strength and relevance to Nipissing's mission. These include a PhD (Educational Sustainability) and masters programs in Education, History, Environmental Science/Studies, and Mathematics, Sociology) and Kinesiology. Over the next five years, Nipissing anticipates the creation of three to five new masters level graduate programs but no new doctoral programs.

Nipissing researchers are working with industry associations to facilitate the development of the region. In partnership with Agriculture Canada and local farmers, Nipissing researchers have been undertaking important research to help enhance the viability of the farming industry in northern Ontario. Other researchers are involved in an initiative to enhance the environmental viability of Lake Nipissing, an initiative spearheaded by the City of North Bay and Nipissing First Nation.

Nipissing University professors have been receiving an increasing total dollar amount and number of grants as the University matures and starts to develop graduate programs. Nipissing University researchers received $1,459,853 in external funding in 2011-2012. External funding was $2,053,069 in 2016-2017, a substantial increase. Peer-reviewed Tri-Council (CIHR, NSERC, SSHRC) research grants are a critical component to establishing a sustainable research culture at Nipissing University. Nipissing has experienced past success with NSERC and SSHRC. With new tenure track hires and research clusters being developed on

campus, researchers have experienced recent success with CIHR resulting in Nipissing now able to host CIHGR grants. Since 2011-2012, Tri-Council funding has increased by 47% with the most rapid gains happening in 2012-2013. Since that time, Nipissing researchers have sustained Tri-Council funding at approximately $500,000.

In the most recent competition, Nipissing researchers matched the national average for success in SSHRC (42%). In addition, the amount of the awards was significant (approximately $200,000). The results for recent NSERC completion were not as positive with only one discovery grant and one Conditional Discovery Development Grant being secured. The Office of Graduate Studies and Research is in the process of developing a peer mentoring system to help increase the number of grant submissions and success rate. Nipissing University recognizes the importance of Tri-Council and is committed to supporting all researchers in applying for external funding.

With the increase in research funding, Nipissing University has committed to providing space for new and emerging scholars to conduct their research. The state of the art laboratories in the Centre for Physical and Health Education and the newly established Social Neuroendocrinology Laboratory are two examples of Nipissing University's commitment to research and scholarly activity. Nipissing University has four Tier II Canada Research Chairs who serve as mentors and contribute greatly to establishing a strong research culture. Their areas of research are diverse and span issues locally, regionally, nationally and globally.

4.2   Examples of Institutional Initiatives

Institutions are asked to include a list of key relevant initiatives, including a brief description to further explain your institution's approach:

- Summit to Discuss Unified Vision for Lake Nipissing: Area leaders, Nipissing First Nations and community members came to Nipissing University in April 2012 with a common interest to share concerns and gain a better understanding of the issues facing Lake Nipissing at the Lake Nipissing Summit. The presentations from experts and researchers in the field provided the impetus that resulted in an MOU signed by all mayors of communities bordering the lake, including the Nipissing First Nation.

- Agriculture Research Project in Northern Ontario (Interdisciplinary focus): A team of researchers and students from Nipissing's Geography, Computer Science and Mathematics departments and Agriculture and Agri-Foods Canada (AAFC) are conducting field work as part of the ongoing crop research project using remote sensing and environmental monitoring to increase agricultural productivity in Northern Ontario.

- State-of-the-Art Research Laboratories to Support Regional Priorities in Health and Wellness: Nipissing is currently expanding our facilities to add state-of- the-art research laboratories to facilitate the many clinical and health-related research initiatives involving our faculty and students, along with experts at the North Bay Regional Health Centre, One Kids Place Children's Treatment Centre, the OPP and other regional health and social service agencies and sports

organizations. Undergraduates interested in becoming Highly Qualified Personnel work with researchers on applied research projects.

- Undergraduate Research Conference: The Undergraduate Research Conference celebrates the contributions of undergraduate research at Nipissing University and across Ontario. It provides an opportunity for students to present their research and engage in scholarly debate. Students are invited to present an original poster, oral presentation of a paper, or a panel presentation of a series of related papers. In 2017, over 100 students presented at the conference.

- Centre for Interdisciplinary Collaboration in the Arts and Sciences (CICAS) has been working closely with SSHRC on providing further feedback on Near North institutions and the support necessary to provide and implement interdisciplinary and multidisciplinary research hubs. The Director of CICAS will lead a multidisciplinary workshop at the SSHRC Leaders' Plenary on May 30, 2017. Nipissing's participation and leadership in this workshop will help expand Nipissing's Near North research agenda, as well as raise awareness about the kind of supports needed from the Tri-Council Research agencies.]

- Indigenous Institute: Discussions with SSHRC and Universities Canada are underway to discuss Nipissing's role in becoming a hub for indigenization in the Near North.

4.3   Metrics and Targets

Institutional Metrics	Institutional Targets	System-Wide Metrics	Institutional Targets for System-Wide Metrics
• *Number of graduate degrees awarded (Highly Qualified Personnel)* • *Tri-council funding per university faculty (eligible for tri-council funding)* • *Total research funding per faculty*	• Target 1 = TBD • Target 2 = TBD • Target 3 = TBD	• Tri-council funding (total and share by council) • Number of papers (total and per full-time faculty) • Number of citations (total and per paper)	• TBD

Notes for filling out section 4.3

Universities could consider the following examples among their preferred institutional metrics:

- *Tri-council funding per university faculty (eligible for tri-council funding)*
- *Total sponsored research from industry and other sources*
- *Number of research chairs*
- *Number of graduate degrees awarded (Highly Qualified Personnel)*
- *Graduate to undergraduate ratio*
- *PhD degrees awarded to undergraduate degrees awarded*
- *Graduate degrees awarded to undergraduate degrees awarded*
- *Citation impact (normalized citation per paper)*
- *Ration of international to domestic graduates*
- *Percentage of a university's collaborative publications that include an international co-author*

5.0 Innovation, Economic Development and Community Engagement

This section recognizes the unique role institutions play in contributing to their communities and to economic development, as well as to building dynamic partnerships with business, industry, community members and other colleges and universities. It focusses on regional clusters, customized training, entrepreneurial activities, jobs, community revitalization efforts, international collaborations, students, partnerships with Aboriginal Institutes and a program mix that meets needs locally, regionally and beyond.

5.1   Institutional Approach to Innovation, Economic Development and Community Engagement

Universities are asked to comment on the impact they have on community, economic development and innovation, commercialization of research, uniqueness of institutional approach, target groups (e.g., international students, community stakeholders, domestic and international business partners, etc.). Quantitative and qualitative evidence will be used to reflect progress and achievements. Institutions are also invited to share an economic impact statement, if they have one.

As stated in the Nipissing University Act, Nipissing was created to "meet the needs of Northern Ontario". Although Nipissing University is not unique in this regard, this additional regional mission has an impact on the specific objectives of the institution and the decisions it makes in the pursuit of those objectives. Nipissing recognizes that it has a role to play in the development (economic, social and cultural) of northern Ontario. Nipissing works closely with the City of North Bay and other municipalities in the region, as well as First Nations. Nipissing University offers a number of professional programs such as Education, Nursing, Social Work and Business which prepares graduates to enter those professional fields.

Nipissing University also collaborates with various local communities and industry sectors to foster economic development. Nipissing University professors have undertaken research in collaboration with Agriculture Canada and the agricultural sector to enhance productivity. Others have collaborated with Nipissing First Nations and local municipalities to work on Lake Nipissing environmental and fishing issues. Nipissing University's School of Business will collaborate with a local incubation centre proposal. The University is also involved in a Biomass Innovation Centre project involving its School of Business and local industry.

Although most of Nipissing's programs make positive contributions to its local community as well as to First Nations communities, some of its programs and initiatives contribute to the development of other communities throughout the province, in particular smaller communities. The unique nature of its RPN to BScN bridging program, which is offered online and in partnership with local health care agencies, allows adult learners already in the workforce and, therefore, not mobile the opportunity to complete a Nursing degree and thus contribute to the development of much-needed health care resources in those areas.

The Nipissing University Student Union (NUSU) is very active in the community. NUSU collaborates with various community organizations to provide funding and resources to advance worthy causes. NUSU has also been very active with the local police service to develop awareness of sexual violence issues.

5.2   Examples of Institutional Initiatives

Institutions are asked to include a list of key relevant initiatives, including a brief description to further explain the institutional approach:

1. Several health-related programs including Nursing, Social Work, Social Welfare and BPHE partner with the North Bay Regional Health Centre at a programmatic and research level.

2. Partnership with 52 school boards across Ontario.

3. Partnership with Bimose Tribal Council to offer community-based Native Classroom Assistant Diploma Program.

4. Partnership with Oshki-Pimache-O-Win Education and Training Institute to offer community based Aboriginal Teacher Certification program.

5. Partnership with the Canadian Ecology Centre to offer classes and programs.

6. Agriculture Research Project in Northern Ontario (Interdisciplinary focus): A team of researchers and students from Nipissing's Geography, Computer Science and Mathematics departments and Agriculture and Agri-Foods Canada (AAFC) are conducting field work as part of the ongoing crop research project using remote sensing and environmental monitoring to increase agricultural productivity in Northern Ontario.

7. Summit to Discuss Unified Vision for Lake Nipissing: Area leaders, Nipissing First Nations and community members came to Nipissing University in April 2012 with a common interest to share concerns and gain a better understanding of the issues facing Lake Nipissing at the Lake Nipissing Summit. The presentations from experts and researchers in the field provided the impetus that resulted in an MOU signed by all mayors of communities bordering the lake, including the Nipissing First Nation.

8. The University will also be partnering with the City of North Bay and other local businesses and entrepreneurs to build a local social innovation center called "The Big Think House." The Big Think House (BTH) will be a community resource and shared learning space. The new downtown space will be located in a re-urbanized heritage building in the heart of North Bay and a short walk to beautiful Lake Nipissing. BTH will consist of several multi-functional workspaces, accommodating various membership needs. BTH functions as a catalyst that fosters collaboration and entrepreneurship through co-working spaces and collective meeting areas. The intent is to inspire, share ideas and support implementation of new businesses and to provide a unique experiential multi-disciplinary learning space for students.

9. The University's Arts and Science Faculty is in the process of innovating its Liberal Arts and Liberal Sciences programs. In addition, Arts and Science is developing a set of strategic interdisciplinary

programs like Data Science, Media Studies and Communication, and Human Rights and State Violence to provide students and the community with innovative programming that cultivates community engagement and is attuned to the economic needs of the region.

10. The Arts and Science faculty is working closely with the City of North Bay on a pathway that will connect film producers interested in North Bay film projects and catering to the needs of the film industry by providing courses in screen writing, film analysis, digital and film production as summer institutes, standalone certificates and/or non-credit continuing education.

11. Other new initiatives include the bolstering of Digital Humanities, the Forestry Certificate, and the development of new interdisciplinary programs like Data Science, Human Rights and State Violence, and Media and Communication Studies. These programs are not only innovative, but they also bolster the economic development of the Near North.

5.3   Metrics and Targets

Institutional Metrics	Institutional Targets	System-Wide Metrics	Institutional Targets for System-Wide Metrics
• Number of students involved in entrepreneurship courses and/or activities • Number of Indigenous community partners • *Community-based learning/research initiatives and student participation*	• Target 1 = TBD • Target 2 = TBD • Target 3 = TBD	• Graduate employment rates based on current OUGS definitions for 2 years after graduation • Number of graduates employed full time in a related job based on OUGS survey	• Target 1 = 94% • Target 2 = 70%

Notes for filling out section 5.3

Universities could consider the following examples among their preferred institutional metrics:

- *Number of patents, licenses, invention disclosures and new products*
- *Number of new start-up companies*
- *Number of new start-up social innovation enterprises*
- *Number of students involved in building a start-up*
- *Number of students involved in entrepreneurship courses and/or activities*
- *Community economic revitalization and impact*

- *Community social and/or health development initiatives and collaborations*
- *Community-based learning/research initiatives and student participation*

6.0 Differentiation Areas of Focus

In the previous sections of the SMA template, the Ministry has asked institutions to comment on current and planned activities and initiatives in five priority areas: Student Experience; Innovation in Teaching and Learning; Access and Equity; Research Excellence and Impact; and Innovation, Economic Development and Community Engagement.

In addition to commenting on activities in these areas, institutions have been asked to indicate preferred institutional metrics and targets, as well as to establish institutional targets for system-wide metrics. This is part of the path from SMA2 to SMA3 and the ongoing work between the Ministry and institutions in developing and using metrics that support greater accountability and transparency for the use of differentiation funding.

Building upon the previous sections, the Ministry is asking institutions to set out a differentiation narrative. If each of the five priorities corresponded to a funding envelope, taking into account your institutional visions and mandates – and your strengths – how would you weight your priorities against those envelopes and how would you measure your progress?

In this section, the Ministry is interested in learning more about each institution's overall differentiation vision.

The SMA takes to heart the words found in the Nipissing University Act, which states, "*The University's special mission is to be a teaching-oriented institution that offers programs in education and in liberal arts and science and programs that specifically address the needs of northern Ontario.*"

Nipissing University acknowledges that, as a small, primarily undergraduate university, its primary differentiation lies in its Aboriginal and interdisciplinary focus. Providing students with a unique combination of theoretical and practical knowledge that draws on its Arts and Science core and expands to Education and Applied and Professional Studies is a key aspiration in Nipissing's future differentiation from other universities.

Nipissing University has a limited number of graduate programs in areas of strength and some excellent researchers; however, its primary mission remains the teaching and education of undergraduate learners. Our focus is student success. As a result, we have been flexible, creative and innovative since our creation, delivering education to many geographically dispersed learners, including those from Aboriginal communities. We are a leader in blended and online learning. We are also committed to student mobility and offer flexible and comprehensive credit recognition for university students wishing to transfer to our institution. In addition, we have negotiated numerous successful transfer agreements with colleges in various fields including nursing and business.

Nipissing University consistently receives the highest rankings among Canadian universities in terms of student satisfaction and provides exceptional experiential learning opportunities.

The second major element of our mission reflects our responsiveness to the specific needs of northern Ontario. In 2007, the OECD published a report entitled *Higher Education and Regions: Globally*

Competitive, Locally Engaged. Nipissing University is clearly among that group of universities which has embraced the concept of student and community involvement.

It is well known that Nipissing has the highest percentage of its students enrolled in teacher education program than any other university in the province (approximately 25%). It is also the most Nursing-intensive university in the province with approximately 20% of its total FTEs in Nursing programs, including the collaborative program with Canadore. Thus, while offering strong core Arts and Science disciplines, Nipissing University has differentiated itself by its choice of professional programs.

7.0 Enrolment Strategy and Program Direction

7.1 Proposed Enrolment Plan and Corridor Midpoints

*The purpose of this section is to identify institutional enrolment plans and aspirations and the key assumptions for those plans. Institutions are also asked to identify their expected corridor midpoints in the new university funding model and how their corridor enrolments will change relative to that midpoint. (**Note**: For details on the corridor model and, midpoint establishment, please consult the University Funding Formula Technical Manual).*

*(**Note:** Graduate allocation issues will be addressed in Appendix 1. There are ongoing discussions about where this will be reflected in the SMA template.)*

7.1.1 Projected Funding-Eligible Enrolments

2016/17		Projected 2017-18	Projected 2018-19	Projected 2019-20		These years are for planning purposes and will not be included in the final SMA2	
						Projected 2020-21	Projected 2021-22
Undergraduate							
• Full-time HC	2,913	2,910	2,940	3,095		3,250	3,250
• FFTEs	3,502	3,510	3,545	3,700		3,850	3,850
• First-year Intake	780	800	800	800		800	800
• BIUs	5,585	5,560	5,630	5,885		6,110	6,110
• Teacher Ed Spaces(BIU)		600	600	415		230	230
Masters							
• Full-time HC	76	85	90	90		90	90
• FTEs	89	95	100	100		100	100
• BIUs	268	285	300	300		300	300
• New registrants	18	20	20	20		20	20
Doctoral							
• Full-time HC	28	29	29	29		29	29
• FTEs	28	29	29	29		29	29

• BIUs	146	165	165	165	165	165
• New registrants	7	8	8	8	8	8
Total Enrolment						
• Full-time HC	3,017	3,024	3,059	3,214	3,369	3,369
• BIUs	5,999	6,610	6,695	6,765	6,805	6,805

Note – for this table, please see the definitions below:

- *Full-time Headcount should be reported for Fall term only.*
- *FFTE (Fiscal Full-Time Equivalent) for undergraduate enrolments and FTE (Full-Time Equivalent) for graduate enrolments – as defined in the Ontario Operating Funds Distribution Manual.*
- *First-year Intake – Fall Term full-time headcount for the first year of all undergraduate programs.*
- *New Registrants – The sum of the number of students in terms of FTE enrolled in a graduate program for the first time in each term.*
- *BIUs – for all enrolments. For graduate enrolments, adjust for graduate minima/maxima.*
- *The above includes funding for the notional number of Education student at the level of the cap.*

7.1.2 Projected Weighted Enrolments and Corridor Midpoints

Institutions should enter their estimated final 2016-17 BIUs, which will normally form the basis of an institution's corridor midpoint when it enters the corridor system in 2017-18 and continue through the 2018-19 to 2019-20 period. The BIUs projected should be those which will be counted towards each institution's corridor midpoint in the new university funding model, consistent with the institution's projected enrolments as noted in Table 6.1.1. BIUs will be converted into Weighted Grant Units as described in the University Funding Model Technical Design Manual and WGUs will be used in the final SMA.

					These years are for planning purposes and will not be included in the final SMA2	
	Projected 2016-17	**Projected 2017-18**	**Projected 2018-19**	**Projected 2019-20**	**Projected 2020-21**	**Projected 2021-22**
Estimated BIUs at corridor midpoint	**N/A**	6,600	6,600	6,600	6,805	**6,805**
Estimated number of BIUs above or below corridor midpoint BIUs [1]	**N/A**	10	95	165	0	**0**
Comments/ Notes: [2]						
1. The estimated BIUs over or under the midpoint should be estimated using the Growing Moving Average formula described in the draft University Funding Model Technical Design paper.						
2. Please note any issues on the data provided, whether any technical adjustments are sought to the corridor midpoint, etc.						

7.1.3   Projected International Enrolment

	Projected 2017-18	Projected 2018-19	Projected 2019-20		Projected 2020-21	Projected 2021-22
					These years are for planning purposes and will not be included in the final SMA2	
Undergraduate						
• Full-time Headcounts	25	30	40		50	60
• FFTEs	60	70	80		90	100
• First-year Intake	10	10	10		10	10
• BIUs	100	120	135		150	165
Masters						
• Full-time Headcounts	1	2	2		2	2
• FTEs	1	2	2		2	2
• BIUs	3	6	6		6	6
• New registrants	1	1	1		1	1
Doctoral						
• Full-time Headcounts	1	2	3		3	3
• FTEs	1	2	3		3	3
• BIUs	6	12	18		18	18
• New registrants	1	1	1		1	1
Total Enrolment						
• Full-time Headcounts	27	34	45		55	65
• BIUs	109	138	159		170	190

Note: International enrolments include all funding ineligible international students.

7.2   International Enrolment Strategy and Collaboration

Universities are requested to outline their international enrolment strategy and collaboration activities, specifically how international partnerships, activities and enrolment fit within the overall strategic plan for their institution. The description should include these elements:

- *International goals;*
- *Risk factors considered in managing international enrolment; and*
- *International strategy approval process within your institution.*

Nipissing University has at present few international students except for students on exchange from one of its numerous international partner institutions. For both sustainability as well as diversity goals, the University has set itself a goal of increasing international enrolments. The long term goal is to increase the number of international students to 300 or 400 students, representing approximately 6% to 8% of total student population. The short to medium term goal (next five years) is to recruit 150 to 200 students, particularly in programs with capacity to grow.

In terms of managing risks, the University will focus its efforts on a number of international markets. The University Senate has recently revised the University's English Language Proficiency policy, and the University has entered into negotiations with a partner to provide English Second Language training on campus.

7.3   Strategic Areas of Program Strength and Expansion

Program Areas of Strength

To provide context for this section, in your 2014-17 SMA, you indicated your institutional program areas of strength to be:

1. Humanities and Liberal Arts
2. Environmental Studies/Biology
3. Nursing
4. Education
5. Criminal Justice
6. Bachelor of Physical and Health Education
7. Social Work
8. Administration/Management

In Appendix 2, Tab 2, please use the first table to list a maximum of 5-10 program areas of strength for your institution for 2017-20. Your program areas of strength can be carried over from your 2014-17 SMA or a new area can be identified. Institutions are asked to substantiate new areas (new to the 2017-20 SMA) with a rationale, such as KPIs for related programs and projected enrolment.

The proposed areas of program strength are intended to inform program approval processes.

Program Areas of Expansion

To provide context for this section, in your 2014-17 SMA, you indicated the following areas as program areas of growth:

1. Native Studies
2. Digital Humanities
3. Data Science
4. Nursing – new programming will focus on rural, Aboriginal and Northern contexts
5. Education
6. Social Work
7. Administration/Management– focus on experiential learning, social innovation and SMEs
8. Criminal Justice

In the second table on Tab 2 of Appendix 2, list up to 5 program areas in which your institution would like to expand offerings in the next years. Institutions are expected to provide supporting information, including expected labour market outcomes, projected enrolment relevant KPIs (if applicable) and connection to existing areas of strength proposed above, where possible. For clarity, these program expansions are those that will be managed within the negotiated corridor.

In Tab 3 of Appendix 2, institutions are asked to indicate, as best as they are able to at this time, specific programs that they anticipate introducing over the course of this SMA. This is in place of the University's annual program development plan for 2016. Programs listed here will not preclude an institution from submitting additional program submissions through the period of this SMA.

7.4   Financial Sustainability

The Ministry and the University recognize that financial sustainability and accountability are critical to achieving institutional mandates and realizing Ontario's vision for the postsecondary education system. To this end, it is agreed that:

It is the responsibility of the governing board and senior administrators of the University to identify, track, and address financial pressures and sustainability issues. At the same time, the Ministry has a financial stewardship role. The Ministry and the University agree to work collaboratively to achieve the common goal of financial sustainability and to ensure that Ontarians have access to a full range of affordable, high-quality postsecondary education options, now and in the future.

The University remains accountable to the Ministry with respect to effective and efficient use of provincial government resources and student resources covered by policy directives of the Ministry, or decisions impacting upon these, to maximize the value and impact of investments made in the postsecondary education system.

System-wide Metrics*	2015-16 Actuals**	Comments
• Net Income / (Loss) Ratio	(2.31%)	Like many of the small Universities in Ontario, Nipissing has been trending downward since 2011/12. Projections would indicate improvements from 2020 and beyond.
• Net Operating Revenues Ratio	4.34%	Nipissing has been improving from a low in 2014.
• Primary Reserve Ratio	15 days	Nipissing has been trending downward as we use reserves to fund operating deficits.
• Interest Burden Ratio	2.40%	This indicator has been stable over time and will improve in 2017/18 when we finalize our long-term debt restructuring.
• Viability Ratio	0.09	Same as Primary Reserve Ratio.

*These were the metrics agreed upon through the COU/MAESD Working group during fall 2016.
**2015-16 actuals under development - pending confirmation with the COU/MAESD Working group.[Note for section 6.4: When considering institutional financial sustainability, Universities could consider adding their own institutional metrics in the "Comments" section of the table above. For example, universities that have credit reports from rating agencies can add information from these reports in the reporting to the ministry.]*

Nipissing University has taken a number of significant measures over the past few years to increase its financial sustainability. Firstly, it has made important reductions in its staff, both academic and support/administrative. Secondly, it has made significant reductions in its operating budget. Thirdly, Nipissing is in the process of refinancing its long-term debt with estimated savings on an annual basis representing approximately 1.5% of its operating budget. Fourthly, Nipissing has closed one of its satellite campuses and will be closing its second satellite campus at the end of the 2017-2018 academic year.

More importantly, Nipissing does not have any unfunded pension obligations since it has a defined contribution plan for most of its employees. Some employees are covered by the Teachers' Pension Plan. Although not one of the five metrics agreed to as measures of financial sustainability, it is an important metric for bond rating agencies and was used in the private credit rating we recently obtained where the credit-worthiness of Nipissing University was confirmed.

7.5   Other Sustainability Issues

Institutions are encouraged to state their perspectives on other sustainability issues and opportunities to address them.

One of the major factors which has influenced the financial situation of Nipissing University is its highly differentiated status in terms of teacher education. Nipissing has by far the highest percentage of students enrolled in BEd programs of any university in Ontario. As such, it is very highly differentiated, a key feature of the Province's policy on post-secondary education. However, this had very negative effects when the demand for teachers declined. The resulting drop in enrolments and the reduction in BIUs were significant for Nipissing given its reliance on Education programs. Moreover, many of its Arts and Science programs, either teachables or programs such as Psychology and Sociology that provided key service courses to the Education programs, also saw significant declines in enrolment. This abrupt change has necessitated a major shift in the culture of the institution as well as in its marketing and recruitment practices. This change will take time to implement. In addition to the financial impact due to the decline in enrolments in Education programs, the reduction in the per-student grant for Education will amount to a reduction of approximately 4% of Nipissing's operating budget.

Another key issue for Nipissing University is the Northern Grant. The community engagement role of universities was very evident in the creation and development of the northern universities in Ontario. These universities have a significant role to play, both in relation to regional development as well as the development of Aboriginal communities. MTCU recognized this additional responsibility by the awarding of a "Northern Grant" to the five northern universities.

Nipissing University consistently ranks among the highest Canadian universities in terms of student satisfaction. It is actively engaged with its community, including the Aboriginal community. Nipissing University has developed a limited number of strong graduate programs and is actively engaged in research. As befits its mission, much of this is of benefit to the community, including work on environmental biology and soil mapping in partnership with Agriculture Canada for the benefit of local farmers.

In order to continue that development for the betterment of both its students and the community, Nipissing University is requesting that it be treated more equitably in relation to the Northern Grant. More specifically, it is requesting that its Northern Grant be adjusted to a level roughly equivalent to what is being received by Laurentian University and Lakehead University. The North Bay region is facing a difficult future with a number of negative economic decisions of late. The strengthening of Nipissing University's capacity to contribute to the development of the region would be a positive step for the future prosperity of the region.

A number of other issues are relevant to the University's sustainability. As noted earlier, some of its programs respond to the needs of primarily adult learners throughout the province, notably its RPN to BScN bridging program and its BComm partnership with various community colleges. This entails additional costs. The demographic challenges of being a Northern university have already been noted by the Ministry, as has the lack of economies of scale as a small/mid-sized university. In addition, the fact that Nipissing has one of the highest rates of students with disabilities contributes to the costs of its operations, notably in Student Services.

8.0 Institutional Collaborations and Partnerships

[*Note: This section should include information that is new and not listed earlier in the SMA template.*]

Institutions are asked to profile key partnerships with other institutions that ensure students have access to a range of learning opportunities in a coordinated system. This may include, but is not limited to, credit transfer pathways, collaborative or joint programs between or within sectors supporting student mobility and supporting research excellence and innovation. This section should also outline partnerships that support efficiency, shared services and financial sustainability.

> Nipissing University is a leader in the development of partnerships. It is currently partnering with Canadore College for the delivery of collaborative programs in Nursing and Criminal Justice, as well as sharing a campus, human resources and space. The sharing of a campus has benefits to both partners in terms of efficiencies and the reduced cost of some support services. Nipissing also partners with many colleges throughout the province for the delivery of degree-completion pathways enabling college graduates of a three-year Diploma to complete a Bachelor of Commerce in three consecutive semesters. Through the use of flexible teaching and learning strategies, students are able to complete the degree where they completed their college diploma. The School of Nursing has over 300 partners throughout the province for an RPN to BScN degree program as well as an experiential second-degree entry program in partnership with three leading academic health care centers in Toronto.

> Recently, Nipissing developed a new pathway with the Toronto Film School. The pathway responds to North Bay's and the Near North region's growing film industry.]

> Nipissing University has over 50 partners throughout Ontario for its Bachelor of Education program. Its Criminal Justice program partners with various police and correctional agencies throughout the province and does research for both the federal and provincial governments. Moreover, Nipissing partners with many Aboriginal communities.

> Overall, the proportion of Nipissing students involved in either a collaborative/partnership program offering or transfer arrangement in 2013-2014 was between 30% and 40% of its student population. Nipissing University intends to continue to develop these collaborations and partnerships and to lead in the area of collaboration and partnership.

Institutions with federates or affiliates may wish to outline the role that they play related to achieving SMA objectives and institutional differentiation.

[

9.0 Ministry/Government Commitments

Over time, the Ministry commits to aligning many of its policy, process, and funding levers with the differentiation priorities and SMAs in order to support the strengths of institutions and implement differentiation. To this end, the Ministry will:

- *Placeholder*
- *Placeholder*
- *Placeholder*

The Ministry and the University are committed to continuing to work together to:

- *Placeholder*
- *Placeholder*
- *Placeholder*

SIGNED for and on behalf of the Ministry of Advanced Education and Skills Development by:

SIGNED for and on behalf of [LEGAL NAME OF INSTITUTION] by:

_____

Sheldon Levy
Deputy Minister

_____

(NAME)
President

_____

Date

_____

Date

Appendix

Appendix 1: Graduate Enrolment (template to be provided by MAESD)

Appendix 2. Program Areas of Strength (template to be provided by MAESD) [Note: Information provided in this appendix is confidential. The Appendix is not for publication.]

Technical Addendum – Metrics

- System-wide metrics (to be completed by MAESD)
- Institution-specific metrics (to be completed by each institution; to include definition of metrics; methodology/formula and how and when data is collected)

Appendix 3: Institutional Areas of Strength from 2014-17 SMAs (to be pre-populated by MAESD)

New Programs (2017-20)				
In this chart, identify the specific programs that you plan to introduce under each program area of expansion between 2017 and 2020. Include the credential level and projected enrolments for the 2016-17, 2017-18 and 2018-19 academic years. The ministry acknowledges that a university's plans for specific programs may change during the course of the SMA.				
List New Programs to be Introduced (2017-2020)	**Credential Level** (drop down list)	**Projected Headcount (2017-18)**	**Projected Headcount (2018-19)**	**Projected Headcount (2019-20)**
Nursing	Masters Degree			20
Management	Masters Degree			25
Interdisciplinary Studies	Masters Degree			10
Data Science	Baccalaureate / Bachelor's Degree: Honours	15		30
Mathematics/Economics	Baccalaureate / Bachelor's Degree: Honours	10		20
Digital Media/Communications	Baccalaureate / Bachelor's Degree: Honours	15		30
Indigenous Public Administration	Baccalaureate / Bachelor's Degree: Honours	10		20
Indigenous/Rural Health	Baccalaureate / Bachelor's Degree: Honours	8		16
Health Studies	Baccalaureate / Bachelor's Degree: Honours	10		20
Bio-Medical Science	Masters Degree	10		20