Senate Agenda

Friday, September 13, 2024

2:30 p.m. – Room F210

Zoom Conference:
https://us02web.zoom.us/j/88092461985?pwd=U0IreXJHWEk2NkphTzR6MFdmL1ZZUT09

Meeting ID: 880 9246 1985

Passcode: 194317

1. Acknowledgement of the Traditional Territory

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

2. Approval of the Agenda

3. Adoption of the Minutes of the Senate Meeting of: June 14, 2024

4. Business Arising From the Minutes

5. Reading and Disposing of Communications

6. Reports From Other Bodies

A. (1) President – oral report
(2) Provost and Vice-President Academic – written report
(3) Vice-President Finance and Administration – oral report
(4) Board of Governors – report attached
(5) Alumni Advisory Board – report attached
(6) Council of Ontario Universities (Academic Colleague) – no report
(7) Joint Board/Senate Committee on Governance – no report
(8) NUSU – report attached
(9) Others

B. Reports from Senate members

7. Question Period

8. Reports of Standing Committees and Faculty Councils

Senate Executive Committee

Motion 1: That the Report of the Senate Executive Committee dated September 5, 2024 be received.

Academic Curriculum Committee

Motion 1: That the Report of the Academic Curriculum Committee dated August 20, 2024 be received.

1. The Role of Senate, ACC and the Importance of Syllabi and Learning Outcomes

ACC Terms of Reference:

(i) to engage in on-going review of all academic curriculum matters related to undergraduate and graduate studies (including degree and program requirements) and to make recommendations to Senate, as necessary and appropriate;
(ii) to periodically review the criteria and policies with respect to admission of all students to the University and the transfer of credits from other educational institutions as necessary and appropriate, for conveyance to Senate:
(iii) to review the annual report on the School of Graduate Studies' activities;
(iv) to establish the criteria for membership in the Graduate Faculty;
(v) to deal with such other matters as may be assigned from time to time by Senate

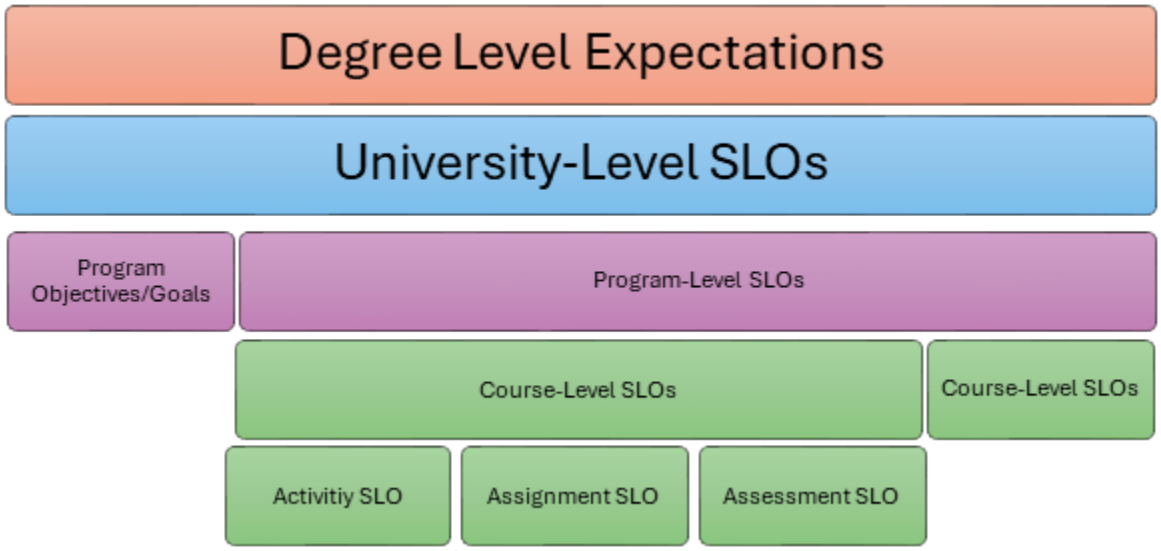
The Importance of Syllabi and Learning Outcomes

A Syllabus is the document that provides students with the information they require to complete any given course. It is the document that provides the expectations of content, assessments, and the role of the university, faculty and student within the course. This document should accurately and fully provide this information to enable student success, reduce appeals, and ultimately is the document that would be referred to in any contractual or legal activity.

Each course provides course-level student learning outcomes. Learning outcomes are the connection between any given activity, course, program, degree and the Degree Level Expectations of the Quality Assurance Framework.

Background

As part of the process for Quality Assurance for University Degrees in Ontario[1] every program requires that **university-level student learning outcomes (SLOs)** and **program-level student learning outcomes (SLOs)** meet the **degree level expectations** as laid out in Ontario's Quality Assurance Framework.



Degree Level Expectations identify what any student should know and be able to do to be a degree holder (earn an undergraduate degree)[2]. The quality assurance framework lists the expectations for undergraduate and graduate programs[3], attachment 1 provides these expectations.

University-Level Student Learning Outcomes are those that Nipissing University has identified as being part of every graduate's learning experience.

	University Goal (Ability)	University-Level SLOs (Commitment) *Upon successful completion of any program…*
1	Analyze critically and creatively	Graduates will… • engage in the examination of ideas, issues, and problems, drawing on and critiquing established bodies of knowledge and means of analysis. • organize information logically and consider alternative strategies, recognizing the need for multiple voices and will seek opportunities for those voices to be heard. • utilize divergent or lateral thinking to expand on ideas and create new ways of looking at a situation.
2	Use knowledge and skills proficiently	Graduates will… • demonstrate competence in the knowledge and skills specific to their area of study by productively applying their knowledge, skills and tools to a variety of situations.
3	Initiate inquiries and develop solutions to problems	Graduates will… • demonstrate a curiosity that results in inquiry by proposing questions that encourage deliberation, creative expression, and the formulation of solutions to problems, in theoretical, conceptual and applied fields.

		• evaluate the benefits and challenges of different solutions when proposing specific courses of action.
4	Communicate effectively	Graduates will… • communicate respectfully, by listening attentively, seeking clarification, and working to understand the points of view of others. • effectively present information using a variety of modes and media, adapting their method of presentation to suit specific audiences. • convey their intended message using a variety of oral, written, and visual strategies and a variety of media platforms to ensure accurate communication.
5	Pursue self-motivated and self-reflective learning	Graduates will… • initiate action and demonstrate confidence in the application of their knowledge and skills. • work independently and productively. • set personal and professional goals and establish a plan of action to attain those goals. • reflect on their growth and development and use reliable and practical strategies to learn from that reflection.
6	Engage in collaborative leadership and professional practices	Graduates will… • work cooperatively, cultivating and thriving in diversity, with diverse peoples. • demonstrate strong interpersonal skills. • demonstrate leadership skills by motivating, including, and supporting others. • seek opportunities to collaborate. • engage in professional dialogue and participate in learning communities.
7	Engage in ethical and respectful practices	Graduates will… • engage in activities ethically and equitably: they act with integrity and take responsibility for their actions. • engage in their work using ecologically sustainable practices.
8	Contribute locally, regionally, nationally and globally	Graduates will… • demonstrate they are socially just: they are prepared to participate in local, regional and global communities. • demonstrate knowledge of Anishinabek ontologies. • initiate change. • utilize their knowledge and skills to positively impact their community.

Program Goals/Objectives provide a high-level description of the goals of the program. This program provides …

Program-Level Student Learning Outcomes outline what the student is expected to know or do by the end of the program. These outcomes as well as the University-Level Student Learning Outcomes should reflect the Degree Level Expectations.
Upon successful completion of this program students will be able to …

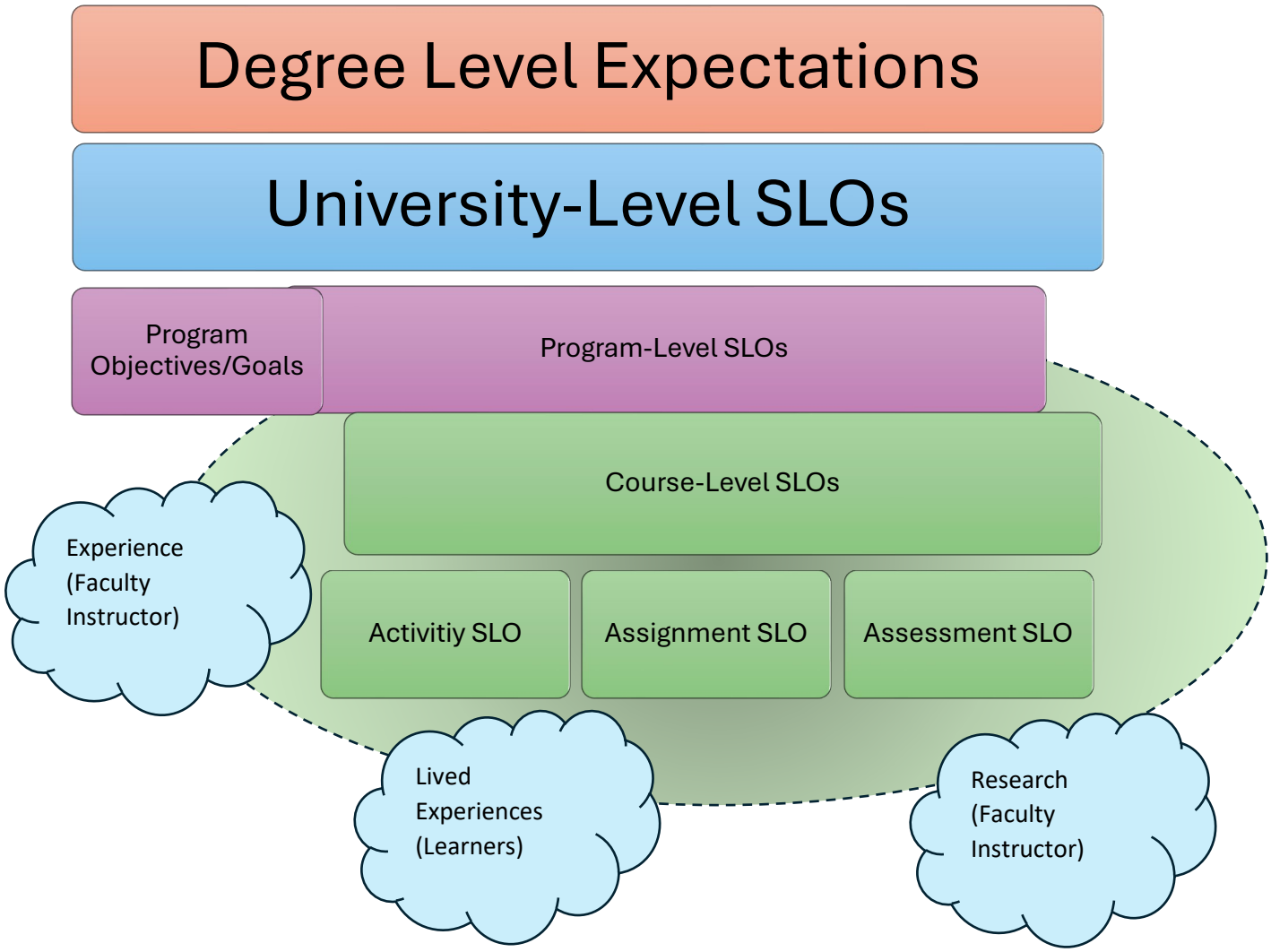
Course-Level Student Learning Outcomes identify what the student is expected to know or do by the end of a given course. These are identified within the Course Syllabus.
Upon successful completion of this course students will be able to…

Assignment/Assessment/Activity Student Learning Outcomes identify what the student is expected to know or do by the end of that learning component.

Student learning outcomes identify what students will be able to demonstrate (knowledge/practice); it is the basis for how they are assessed and evaluated. Learning outcomes shape each program, course and learning activity (activity, assessment, assignment) by assisting faculty to shape their course and student evaluation and providing students with what is expected of them to complete the course.

Upon successful completion of this assignment/assessment/activity the student will be able to…

So how does the this translate into what is experienced by the student as they any given course?



As the faculty/instructor plans their course they are aware of where the course sits in the program to ensure that the level of their content, content specific vocabulary, assessments, etc. fits into the overall program experience for the student.

The activity of lesson planning over the length of the course is where the individualized approaches are brought to the activities:

- the Course-Level SLOs are chunked over the time of the semester,
- the activities, assignments and assessments reflect the learning outcomes they should be ensuring are demonstrated within each (formal or informal assessments).
- the experience (personal, subject and research) and personality of the faculty/instructor is added through their choice of examples, experiences, content that supports the syllabus
- the lived experience of the learners often influences the delivery of the material by covering relevant examples, focusing on specific topics or enabling learners to bring their experience into the classroom.

	Baccalaureate/bachelor's degree This degree is awarded to students who have demonstrated the following:	**Baccalaureate/bachelor's degree: honours** This degree is awarded to students who have demonstrated the following:
1. Depth and breadth of knowledge	a) General knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline; b) Broad understanding of some of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines; c) Ability to gather, review, evaluate and interpret information relevant to one or more of the major fields in a discipline; d) Some detailed knowledge in an area of the discipline; e) Critical thinking and analytical skills inside and outside the discipline; and f) Ability to apply learning from one or more areas outside the discipline.	a) Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline; b) Developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines; c) Developed ability to: i) gather, review, evaluate and interpret information; and ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline; d) Developed, detailed knowledge of and experience in research in an area of the discipline; e) Developed critical thinking and analytical skills inside and outside the discipline; and f) Ability to apply learning from one or more areas outside the discipline.
2. Knowledge of methodologies	An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:	An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:

ONTARIO COUNCIL OF ACADEMIC VICE-PRESIDENTS'
UNDERGRADUATE AND GRADUATE DEGREE LEVEL EXPECTATIONS

UNDERGRADUATE

	Baccalaureate/bachelor's degree This degree is awarded to students who have demonstrated the following:	**Baccalaureate/bachelor's degree: honours** This degree is awarded to students who have demonstrated the following:
1. Depth and breadth of knowledge	a)General knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline; b)Broad understanding of some of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines; c)Ability to gather, review, evaluate and interpret information relevant to one or more of the major fields in a discipline; d)Some detailed knowledge in an area of the discipline; e)Critical thinking and analytical skills inside and outside the discipline; and f)Ability to apply learning from one or more areas outside the discipline.	a)Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline; b)Developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines; c)Developed ability to: i) gather, review, evaluate and interpret information; and ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline; d)Developed, detailed knowledge of and experience in research in an area of the discipline; e)Developed critical thinking and analytical skills inside and outside the discipline; and f)Ability to apply learning from one or more areas outside the discipline.

	Baccalaureate/bachelor's degree This degree is awarded to students who have demonstrated the following:	**Baccalaureate/bachelor's degree: honours** This degree is awarded to students who have demonstrated the following:
2. Knowledge of methodologies	An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:	An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:
	a)evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; and b)devise and sustain arguments or solve problems using these methods.	a)evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; b)devise and sustain arguments or solve problems using these methods; and c)describe and comment upon particular aspects of current research or equivalent advanced scholarship.

3. Application of knowledge	The ability to review, present, and interpret quantitative and qualitative information to: a) develop lines of argument; b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; and	The ability to review, present and critically evaluate qualitative and quantitative information to: a) develop lines of argument; b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; c) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; d) where appropriate use this knowledge in the creative process; and
	The ability to use a basic range of established techniques to: a) analyze information; b) evaluate appropriateness of different approaches to solving problems related to their area(s) of study; c) propose solutions; and d) make use of scholarly reviews and primary sources.	The ability to use a range of established techniques to: a) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information; b) propose solutions; c) frame appropriate questions for the purpose of solving a problem; d) solve a problem or create a new work; and e) make critical use of scholarly reviews and primary sources.

	Baccalaureate/bachelor's degree This degree is awarded to students who have demonstrated the following:	**Baccalaureate/bachelor's degree: honours** This degree is awarded to students who have demonstrated the following:
4.Communication skills	The ability to communicate accurately and reliably, orally and in writing to a range of audiences.	The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.
5. Awareness of limits of knowledge	An understanding of the limits to their own knowledge and how this might influence their analyses and interpretations.	An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.
6. Autonomy and professional capacity	Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: a) the exercise of personal responsibility and decision-making; b) working effectively with others; c) the ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study; and d) behaviour consistent with academic integrity and social responsibility.	Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: a) the exercise of initiative, personal responsibility and accountability in both personal and group contexts; b) working effectively with others; c) decision-making in complex contexts; d) ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; and e) behaviour consistent with academic integrity and social responsibility.

GRADUATE

	Master's degree This degree is awarded to students who have demonstrated the following:	**Doctoral degree** This degree extends the skills associated with the master's degree and is awarded to students who have demonstrated the following:
1. Depth and breadth of knowledge	A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which are at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.	A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice including, where appropriate, relevant knowledge outside the field and/or discipline.
2. Research and scholarship	A conceptual understanding and methodological competence that: a) enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; b) enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and c) enables a treatment of complex issues and judgments based on established principles and techniques; and, On the basis of that competence, has shown at least one of the following: a) development and support of a sustained argument in written form; or b) originality in the application of knowledge.	a) The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems; b) The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and c) The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.

	Master's degree This degree is awarded to students who have demonstrated the following:	**Doctoral degree** This degree extends the skills associated with the master's degree and is awarded to students who have demonstrated the following:
3. Level of application of knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.	The capacity to:) undertake pure and/or applied research at an advanced level; and) contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.
4. Professional capacity/autonomy	a) The qualities and transferable skills necessary for employment requiring: i) exercise of initiative and of personal responsibility and accountability; and ii) decision-making in complex situations; b) The intellectual independence required for continuing professional development; c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d) The ability to appreciate the broader implications of applying knowledge to particular contexts.	a) The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations; b) The intellectual independence to be academically and professionally engaged and current; c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d) The ability to evaluate the broader implications of applying knowledge to particular contexts.
5. Level of communications skills	The ability to communicate ideas, issues and conclusions clearly.	The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.
6. Awareness of limits of knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.	An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.

Academic Quality Assurance and Planning Committee (AQAPC)

Motion 1: That the Report of the Academic Quality Assurance and Planning Committee dated August 23, 2024 be received.

Motion 2: That Senate endorse the Academic and Operational Plan (APOP) as recommended by the AQAPC.

9. Other Business

10. Amendment of By-laws

11. Elections

- Elect one (1) faculty Senate representative to serve on the Joint Committee of the Board and Senate on Governance for a three-year term effective July 1, 2024 to June 30, 2027.

- Elect one (1) faculty Senate representative to serve on the Board of Governors for a three-year term effective July 1, 2024 to June 30, 2027.

12. New Business

13. Announcements

14. Adjournment

DRAFT

Nipissing University

Minutes of the Academic Senate Meeting

June 14, 2024

10:30 a.m. Room F210 & Zoom Videoconference

Members Present:	K. Wamsley (Chair), A Graff, B. Law, G. Raymer, D. Walters, D. Iafrate, N. Black
	L. Chen, R. Davis, R. Gendron, G. Phillips (Deputy Speaker), S. Renshaw, T. Smith, L. Thielen-Wilson, A. Weeks, R. Wenghofer, S. Winters, H. Zhu
	A. Adler, S. Cairns, K. Ferguson, C. Greco, D. Hay, T. Horton, T. McParland, P. Millar, J. Muterera, A. Schinkel-Ivy, R. Vanderlee, V. Williams
	C. Irwin
	F. Couchie, S. Fiddler
	R. Hehn
Absent With Regrets:	C. Sutton, H. Earl, A. Hatef, G. McCann, J. Murton, S. O'Hagan, S. Srigley, N. Stevens, D. Tabachnick, R. Vernescu, O. Pokorny, L. Sinclair, C. Ricci, T. Sibbald, M. Sullivan, J. Thornborrow, H. Panchal, M. DeVuono, T. Miller, P. English, E. Bonneau

The Deputy Senate Speaker offered a personal Traditional Territory acknowledgement.

Approval of the Agenda of the Senate Meeting of: June 14, 2024

Motion 1: Moved by N. Black, seconded by R. Hehn that the agenda of the Senate meeting of June 14, 2024 be approved.

Motion 2: Moved by A. Graff, seconded by N. Black that the agenda of the Senate meeting of June 14, 2024 be adopted with an amendment to add a motion to receive the Report of the Academic Quality Assurance and Planning Committee dated June 10, 2024.
CARRIED

Motion 3: Moved by S. Winters, seconded by R. Gendron that the agenda of the Senate meeting of June 14, 2024 be adopted with an amendment that the information included in the Report of the Academic Curriculum Committee dated May 22, 2024, regarding the INDG 3206 Moose Studies preliminary outline and assignment breakdown be redacted.
CARRIED

Rationale: A decision has not yet been made as to whether it is academically necessary and appropriate to include sample syllabi in proposals and new course documentation to Senate. A request was made at the January 12, 2024 Senate meeting that ACC and ARCC discuss this matter further and a rationale and recommendation on this practice be provided to Senate.

The Provost reported that the inclusion of course syllabi in the Senate agenda was discussed at both ACC and AQAPC. She advised that this is not a course syllabus, it is a broad description and it is not the final structure. The implications and the nature of the activities and assignments that could be imagined in this course could be different year over year which is why the description and not the syllabus was included. Given Senate's responsibilities for academic oversight, Senate must deliberate on syllabi as presented by units when proposing new courses or programs.
20 votes in favour, 11 against - motion to amend the agenda has carried.

Adoption of the Minutes of the Senate Meeting of: May 10, 2024

Motion 4: Moved by R. Wenghofer, seconded by R. Gendron that the minutes of the Senate meeting of May 10, 2024 be adopted.
CARRIED

Reports From Other Bodies

The President provided a report. The report is included in the minutes.

The Provost and Vice-President Academic provided an oral report. She congratulated everyone that participated in the convocation ceremonies, noting that students appreciated celebrating their graduation with the faculty in attendance.

She was pleased to acknowledge Senators' Sullivan and Williams on their recent RDS Grant, "A Realist Evaluation of Rare Dementia Support" from the Canadian Institutes of Health Research (CIHR) and the Institute of Aging. The research they are leading through their multi-national team is to be commended.

The PVPA acknowledged her appreciation of the work of Senators who served on the various search committees this past year. Results will be announced after the Board reviews the recommendations of the committees. Recommendations for the AVPRIGS, Associate Dean of Graduate Studies, and the Dean of Arts and Science have been forwarded to the Board for consideration.

The PVPA advised that the draft Academic and Operational Plan was presented to AQAPC and that the comments and feedback received will be considered as we move to the final stages of the plan. The PVPA and the Interim VP Finance and Administration will provide an update to Senate.

The PVPA announced that the Manager of Quality Assurance and Program Innovation will be announced later today. They will be start on July 2. The Manager will work closely with all program areas on innovation and provide faculty with the support they need.

The PVPA advised that, given the changes to the protocols for recruitment of international students announced in the Winter 2024, the University will not meet its targets for international student recruitment for the fall, but she is hopeful that targets for the winter term will be met. The

processes implemented at all universities across the country have created challenges issuing PALS to ensure that students are able to commit in the timelines attached to the new process. There could be a potential impact to the University's financial position and we are working with the Registrar's Office to ensure that all students are prepared for the fall and have the support of the institution.

The Council of Ontario Universities Academic Colleague provided a report. The report is included in the minutes.

The report of the March 27, 2024 Joint Committee of the Board and Senate on Governance is included in the minutes.

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

Question Period

In response to a question as to when a review/audit of the travel approval, Centre Suite expense report, and Romeo research administration platform processes might occur, the PVPA reported that the draft Academic and Operational Plan identifies that procedural integrity is one of the must haves as a guiding principle moving forward to identify inefficiencies in both academic and administrative processes, and that a review is planned.

Following a question from the COU Academic Colleague's report regarding the University's plans for research security, the AVPRIGS advised that since NU's RSF (Research Support Fund) is below $2M annually, we were ineligible to apply for additional RSF funds to support research security. As a result, we have not hired dedicated staff related to research security. NU is a member of the Team Canada community of practice and individuals from the AVPRIGS' office attend those monthly meetings and receive communications to ensure we are up to date on policies and practices. We are carefully considering what the new and emerging research security policies might mean for research and funding applications and are taking a cautious approach as academic freedom is vital. At this time, we are focused on ensuring NU is compliant with federal and provincial research security policies and are not aiming to implement a broad-based NU specific policy. We are focused on connecting with faculty and having conversations to understand concerns and address questions. In follow up to a question as to what the process will look like as it relates to Social Sciences and Humanities research, the AVPRIGS advised that the new STRAC policy is focused on sensitive technology areas and applies to all Tri-Agency research, regardless of discipline. The Research Security Centre offers Safeguarding Science webinars and hosted a Research Security workshop on campus as part of the Research Rendezvous series. Information about the workshops has been included in the Research Newsletter. She encouraged faculty to attend the webinars and to reach out to her office with any questions.

In response to a question regarding how and when the Nipissing University Indigenous Council on Education (NUICE) and the development of the Indigenous Reconciliation Action Plan by June 30, 2025, will be addressed in the Academic and Operational Plan, the PVPA reported that an academically focused Indigenous Reconciliation Plan independent of APOP is a must have, but there are some fundamental things that need to happen first before we can begin to articulate actions as measurable KPI's. A lot of activity is happening at the individual or unit level, but the connection between institutional values, priorities, investment, support and structure is missing. APOP has identified a commitment to spend the next year defining reconciliation in respect to this institution targeted to the academic portfolio. She is proposing that we have an academically focused Indigenous Reconciliation Committee internal and

external to the institution, that would include allies and members of the community, Temagami, Dokis, Nipissing First Nation, and potentially with communities across Turtle Island. APOP is not a static document. Every year the KPI's will be measured, and we will have entry points back into APOP.

Concerns were expressed regarding the Equity Action Planning Taskforce (EAPT) Request for Proposals (RFP). In response to a concern that a budget had not been included in the RFP, the President and Co-Chair of the EAPT advised that this was not intentional and that it would be rectified in the process. He noted that a budget is not always included in the RFP process as this is one of the ranking considerations for the proponents. How a proponent proposes to spend the awarded contract is one of the judgements that the committee makes when selecting the proponent and the relative value of the work. In some cases, a range of budget can be provided, but we are not yet in the stage where proponents can ask questions. We must be careful about the legal ramifications of sharing information as we are bound by the procurement processes.

Important issues regarding the EAPT such as communication, accessibility, process and transparency were also discussed. It was noted that the EAPT is a broader committee of the entire campus and is responsible to the Office of the President and the Board of Governors. The EAPT operated for one-year on a consensus basis much the same as other University committees. Not all members may agree with the decisions made by the Task Force, but they were made by consensus.

The Task Force launched a webpage to provide updates on timelines and next steps: www.nipissingu.ca/ca/EAPT. It was suggested that questions regarding process be sent to: eapt@nipissingu.ca

Reports of Standing Committees and Faculty or University Councils

Senate Executive Committee

Motion 5: Moved by K. Wamsley, seconded by A. Graff that the Report of the Senate Executive Committee dated June 6, 2024 be received.
CARRIED

Motion 6: Moved by K. Wamsley, seconded by A. Graff that the Annual Report of the Senate Executive Committee dated June 6, 2024 be received.
CARRIED

Academic Appeals and Petitions Committee

Motion 7: Moved by D. Iafrate, seconded by A. Graff that the Annual Report of the Academic Appeals and Petitions Committee dated May 22, 2024 be received.
CARRIED

Academic Awards Committee

Motion 8: Moved by D. Iafrate, seconded by A. Graff that the Annual Report of the Academic Awards Committee dated May 22, 2024 be received.
CARRIED

Academic Curriculum Committee

Motion 9: Moved by A. Graff, seconded by T. McParland that the Report of the Academic Curriculum Committee dated May 22, 2024 be received.
CARRIED

Faculty of Arts and Science

Indigenous Studies

Motion 10: Moved by D. Walters, seconded by S. Winters that Senate approve the creation of INDG 3206 Moose Studies and that it be added to the academic calendar as outlined below.
CARRIED

Rationale:
To add to the current third year course options for Indigenous Studies majors, as well as to increase the diversity of Indigenous-focused streams, and add more land-based learning options.

Course Code	INDG 3206
Course Title:	Moose Studies
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Students reflect on Indigenous interpretations and ethnographic accounts of moose (mooz)-human relationality, community-based harvesting practises, and storytelling in Anishinaabeg communities. Students explore moose management efforts and activities on the traditional territories of several First Nation communities, and the transmission and exchange of knowledge that occurs on-the-land. Students acquire an understanding of the current affairs of traditional foods of Anishinaabeg cultures, reflect on past practises, and what the next generation can expect when entering this world.
Course Prerequisite:	Any 3 INDG credits and any other 24 credits completed; or any 54 completed credits
Course Corequisite:	
Course Antirequisite:	
List any restrictions: *For example, "This course is restricted to BPHE students".*	
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes þ No
Will this course have an Experiential Learning component as defined by the MCU?	þ Yes ¨ No This course will include a medicine walk and field trips out on the land. This enables students to learn key skills that have and continue to sustain the livelihoods of Indigenous peoples. In this respect, the land constitutes "a workplace" as defined by MCU in which students are "exposed to authentic demands that improve their employability, interpersonal skills, and transition to the workforce."

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will run in Fall 2025, and then every other year most likely
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __ 3 hours lecture/seminar weekly; 36 hours total_____ Breakdown of hours per week Clinical: _____ Independent Study: _____ Lecture: _____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes þ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This will be an extra 3000-level offering, not a required course
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:
Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: Enter Learning Outcomes: • Explain the connection between animals and Anishinaabe ways of being • Explore the significance of hoofed clan members in contemporary storytelling and Anishinaabe culture • Compare Western and Indigenous methods of moose management and monitoring • Interpret traditional storytelling related to treaties with the Hoof clan • Discuss harvesting best practises and protocols in multiple Indigenous communities • Present a limited environmental scan that accounts for moose population and health

	• Gain some of the practical skills and knowledge required for the effective harvesting and management of moose within the Indigenous context.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	þ Yes ☐ No enter additional resources: Honoraria for elders, knowledge carriers, costs for transportation for field trips
How will this course contribute to the program level outcomes?	An additional 3000-level course on land education provides more diverse course options for those students looking to complete their degree in Indigenous Studies.
Who amongst your current faculty has the competencies to teach this course?	Tyson Stewart
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	It introduces students to Indigenous hunting and harvesting practices in this region. It explores the importance of animals in Indigenous culture.
How will you communicate this new offering to students?	Social media/OII/word of mouth

Redacted as per Motion 3.

[redacted]

[redacted]

Religion and Cultures

For Information Only (forwarded to AQAPC)

That the Specialization and Honours Specialization degree options be removed from the Religions and Cultures Program as outlined below.

Rationale:
The Religions and Cultures program offers a Minor, Major, Specialization and Honours Specialization degree. This will reduce the number of degree options in RLCT to a Honours Double Major (39 credits), Major (36 credits), and a Minor (18 credits) only.

Nipissing University has offered courses in Religions and Cultures since 1997. Due to popular demand for these courses, a Minor was created in 2003-4, followed by a 3-year Major and 4-year Combined Major in 2005-6 and a Single Honours degree in 2006-7. In 2009 Religions and Cultures became a stand-alone department. Much of the growth in Religions and Cultures between 1997 and 2007 was a direct result of students in Education choosing it as one of their "teachable" subjects.

The more recent decline in majors in the program began with the reduction of Teacher College seats mandated by the Ontario Government in 2013. Notwithstanding this significant contraction initiated by the Government, we have continuously taught 400-500 students every year in Religions and Cultures courses. Between 2012 and 2020 we have had a modest but declining number of majors, but we have also had 10-20 students graduating with minors each year.

In 2019 the Faculty of Education cut the teachable in religion and this had a significant effect on the number of students majoring in RLCT. Currently the only option for a teachable subject that allows students to teach religion is the Social Sciences and Humanities curriculum, which also includes world cultures, gender, equity, and social justice studies. To ensure students at Nipissing have the continuing opportunity to pursue a teachable for world religions and cultures, we are proposing that the 3-year Major as well as the 18-credit Minor RLCT degrees be maintained.

The faculty in RLCT recognize that the university has considerable concerns about resourcing 'small programs' that have few majors and that this concern has led to a university wide interest in re-thinking programming in both the Faculties of Applied and Professional Studies as well as Arts and Science. We, in RLCT, are keen to find ways to reimagine the place of programming in Religions and Cultures in a way that enhances opportunities for students and that acknowledges and responds to the ongoing social and civic importance of education in this field. As noted in the most recent IQAP report of 2021 the quality of both the RLCT program/curriculum and the RLCT faculty is exemplary. Hence, the changes we are proposing here are a direct response to the fiscal concerns of the university as well as the broader societal reality about university programming that is not directly tied to vocational opportunities.

Admission Requirements

Indigenous Teacher Education Program (ITEP)

Modification to Admission Requirements

Motion 11: Moved by G. Raymer, seconded by A. Graff that Senate approve the modification of the admission requirements for the Indigenous Teacher Education Program

(ITEP) program subject to the Registrar's Office finding more equitable language for the term "proof of ancestry", before May of 2025.
CARRIED

Current ITEP Admission Requirements

- One of the following completed certifications from an accredited university or college:
  - Early Childhood Education (ECE);
  - Native/Aboriginal Classroom Assistant Diploma Program (NCADP/ACADP);
  - Native Special Education Assistant Diploma Program (NSEADP);
  - Native Language Teaching Certificate (NLTC);
  - An undergraduate degree from an accredited university
- Proof of Indigenous ancestry.
- A one-page, typed statement that outlines the reasons for applying to the Indigenous Teacher Education Program.

Proposed ITEP Admission Requirements

Successful completion of one of the following with a minimum overall average of 60% or equivalent.

- 18 credits or equivalent at an accredited university; or
- one year (2 semesters) or equivalent at an accredited college; or
- the equivalent of one year of full-time study at an Indigenous Post-Secondary Institute

- Proof of Indigenous ancestry

Rationale:

- Currently, the identification of specific programs may inhibit potential applicants from applying even though they may have other completed post-secondary programs and attained other credentials. The removal of specifically identified post-secondary programs will broaden our marketing appeal to potential applicants who completed other post-secondary programs and who wish to become a certified teacher. The completion of a full-time equivalency will demonstrate evidence of the skills required for success at a post-secondary level.

- Our current admission requirements are much higher than the admission requirements of similar Indigenous Teacher Education Programs at other institutions in Ontario (ex. Queen's, York University). These institutions do not require the completion of any post-secondary education by its Indigenous applicants. By moving to the successful completion of one academic year of a post-secondary program makes us more competitive with these programs, while still maintaining a requirement of applicants to have demonstrated success at the post-secondary level.

- The one-page statement is unnecessary for the admission of an individual into the program. Previous entrance requirements included literacy assessments for all applicants, however, this requirement was removed in the mid-2010's. The intent of the one-page statement is to provide program administrators an understanding of the general literacy skills of the applicant. In the new delivery schedule of the program, new students will be assigned discussion posts and other writing components during the online portion of their first course prior to their arrival on campus. This will provide the instructor an opportunity to assess a student's writing skills and if required, locate writing supports for students during the summer session held on campus.

Submitted by: Heather Brown
Date: April 18, 2024

Teacher of Indigenous Language as a Second Language (TILSL)

Modification to Admission Requirements

Motion 12: Moved by G. Raymer, seconded by L. Chen that Senate approve the modification of the admission requirements for the Teacher of Indigenous Language as a Second Language (TILSL) program.
CARRIED

Current TILSL Admission Requirements

- Minimum completion of Ontario Grade 12 or equivalent. Candidates without grade 12 can be admitted if they are 20 years or older and have been out of school for two years or more;
- A one-page statement outlining why you wish to be a teacher of Indigenous Languages;
- Two letters of reference of which one letter is from an individual (not a family member) in a professional capacity who can attest to your level of fluency (Chief and Council, Education Director, Education Authority Board member, Cultural Committee member, etc.)

Proposed TILSL Admission Requirements

- Minimum completion of Ontario Grade 12 or equivalent. Candidates without grade 12 can be admitted if they are 20 years or older and have been out of school for two years or more;
- Two letters of reference of which one letter is from an individual (not a family member) in a professional capacity who can attest to your level of fluency (Chief and Council, Education Director, Education Authority Board member, Cultural Committee member, etc.)

Rationale:
The one-page statement is unnecessary for the admission of an individual into the program. Previous entrance requirements included literacy assessments for all applicants, however, this requirement was removed in the mid-2010's. The intent of the one-page statement is to provide program administrators an understanding of the general literacy skills of the applicant. In the new delivery schedule of the program, new students will be assigned discussion posts and other writing components during the online portion of their first course prior to their arrival on campus. This will provide the instructor an opportunity to assess a student's writing skills and if required, locate writing supports for students during the summer session held on campus.

Submitted by: Heather Brown
Date: April 18, 2024

Motion 13: Moved A. Graff, seconded by L. Chen that the Annual Report of the Academic Curriculum Committee dated May 27, 2024 be received.
CARRIED

Academic Quality Assurance and Planning Committee (AQAPC)

Motion 14: Moved by A. Graff, seconded by L. Chen that the Report of the Academic Quality Assurance and Planning Committee dated May 24, 2024 be received.
CARRIED

Motion 15: Moved by A. Graff, seconded by R. Wenghofer that Senate receive the attached Ancient Studies IQAP Final Assessment Report and Implementation Plan (FAR/IP) for information.
CARRIED

Motion 16: Moved by A. Graff, seconded by N. Black that Senate receive the recommendation from the AQAPC that the Specialization and Honours Specialization Degree Options be removed from the Religions and Cultures Program.
CARRIED

Motion 17: Moved by A. Graff, seconded by L. Chen that Senate receive the recommendation from the AQAPC that a new academic unit that includes Social Welfare and Social Development, Psychology, Child and Family Studies, and Sociology be created effective July 1, 2024.
A request was made that Motion 17 be amended to include: subject to approval of the Board of Governors. This request was approved by the mover and the seconder (see below in bold):

Motion 18: Moved by R. Hehn, seconded by N. Black that Senate amend the above motion to include receive the recommendation from the AQAPC that a new academic unit that includes Social Welfare and Social Development, Psychology, Child and Family Studies, and Sociology be created effective July 1, 2024**, subject to approval of the Board of Governors**.
CARRIED

Motion 19: Moved by A. Graff, seconded by N. Black that the Report of the Academic Quality Assurance and Planning Committee dated June 10, 2024 be received.
CARRIED

The Provost and Vice-President, Academic and Research, and the Interim Vice-President, Finance and Administration, spoke to the preliminary draft of the Academic and Operational Plan (APOP) included with the June 10, 2024 AQAPC report. A formal copy of the APOP will be presented to Senate with further opportunities for discussion. The Draft APOP is included in the minutes.

By-laws and Elections Committee

Motion 20: Moved by A. Graff, seconded by V. Williams that the Annual Report of the By-laws and Elections Committee dated May 31, 2024 be received.
CARRIED

Graduate Studies Committee

Motion 21: Moved by B. Law, seconded by A. Graff that the Annual Report of the Graduate Studies Committee dated May 24, 2024 be received.
CARRIED

Honorary Degrees Committee

Motion 22: Moved by K. Wamsley, seconded by T. Smith that the Annual Report of the Honorary Degrees Committee dated May 16, 2024 be received.
CARRIED

Joint Committee of the Board and Senate on Governance

Motion 23: Moved by K. Wamsley, seconded by V. Williams that the Report of the Joint Committee of the Board and Senate on Governance Committee dated March 27, 2024 be received.
CARRIED

Motion 24: Moved by K. Wamsley, seconded by A. Graff that the Annual Report of the Joint Committee of the Board and Senate on Governance dated May 16, 2024 be received.
CARRIED

Senate Research Committee

Motion 25: Moved by B. Law, seconded by N. Black that the Annual Report of the Research Committee dated May 24, 2024 be received.
CARRIED

Senate Budget Advisory Committee

Motion 26: Moved by R. Wenghofer, seconded by R. Gendron that the Report of the Senate Budget Advisory Committee dated May 2, 2024 be received.
CARRIED

Motion 27: Moved by R. Wenghofer, seconded by S. Winters that the Report of the Senate Budget Advisory Committee dated May 27, 2024 be received.
CARRIED

Motion 28: Moved by R. Wenghofer, seconded by D. Hay that the Annual Report of the Senate Budget Advisory Committee dated May 29, 2024 be received.
CARRIED

Teaching and Learning Committee

Motion 29: Moved by S. Cairns, seconded by N. Black that the Report of the Teaching and Learning Committee dated April 29, 2024 be received.
CARRIED

Motion 30: Moved by S. Cairns, seconded by N. Black that the Annual Report of the Teaching and Learning Committee dated May 10, 2024 be received.
CARRIED

Amendment of By-laws

Motion 31: Moved by A. Graff, seconded by L. Chen that Senate approve that the Senate By-laws be amended as outlined below:
CARRIED

9.0 Annual Standing Committee Election Process (excepting the Joint Committee of the Board and Senate on Governance and the Senate Budget Advisory Committee)

(a) Senate standing committee members shall be elected annually, preferably in April, by respective faculty councils with the exception of student Senators;
(b) The normal term of office for Senate representatives on Senate standing committees shall be three (3) years with the exception of student Senators;

(c) Solely for purposes of election to standing committees and appointment to hiring committees, Librarians will each be assigned by the Provost to a Faculty effective July 1 each year;
(d) The committee election process shall be co-ordinated by the faculty councils, and/or by NUSU.

Elections

- Elect one (1) faculty Senator to serve on the Board of Governors for a three-year term effective July 1, 2024 to June 30, 2027.
  ACCLAIMED: S. Winters

- Elect one (1) faculty Senator to serve on the Senate Budget Advisory Committee for a three-year term effective July 1, 2024 to June 30, 2027.
  ACCLAIMED: C. Greco

New Business

The Deans and the AVPRIGS read out the 2024 graduands by faculty and degree and congratulated the students and faculty on their achievements.

Motion 32: Moved by S. Winters, seconded by R. Gendron that Senate move in camera.
CARRIED

Motion 33: Moved by A. Graff, seconded by S. Winters that Senate move out of camera.
CARRIED

Announcements

The President reminded of the BBQ to be held on Friday, June 21, 2024.

Adjournment

Senate was adjourned at 12:35 p.m.

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

President's Senate Report
14 June 2024

Good morning Senators. We are just finishing a terrific week for Nipissing University, the most important week, with Convocation ceremonies concluded. Thanks to all of you who attended, participated, volunteered. A big shout out and thank you to all of our many volunteers and our convocation committee for its months of work organizing these events. This week we welcomed Vicky Paine-Mantha, Corina Moore, Jeremy Dutcher, Rob Shaw, and Jody Wilson-Raybould as the 2024 honorary doctorate recipients. And on Wednesday, honorary doc and music superstar Jeremy Dutcher gave a private concert to the Nipissing and surrounding Indigenous communities.

In addition to that, we hosted our inaugural fundraising dinner last night, to create an endowment for the Student Support Fund. Since the end of September, we have raised a total of $606,000 including last night's Evening at Nipissing event, through ticket sales and the silent auction. I want to thank Cabinet members Al McDonald, Gord Durnan, Joanne Wallace, John D'Agostino, Tom Curry, Tom Hedican, Vicky Payne-Mantha, and Marianne Berube for their months of making calls and asking everyone to give generously to our Student Support Fund. I also thank Patricia in the President's office for coordinating, and Andrea Parolin and Steven Smits for all of their professional work in keeping donations organized and policies followed. Our gratitude to Paul Cook the Co-chair of the Cabinet. Paul completed his 8th year of convocations yesterday and, on behalf of Senate I want to thank Paul for his service to Nipissing University. I want to thank our entire crew led by Abby who worked to make the evening at Nipissing University successful, right in the middle of convocation.

The RFP for the Equity Audit has been posted since May 31 and our website is now live. On the website you will find a record of the work that the Task Force has been completing. The Task Force will be selecting the proponent to complete the Equity Audit over the summer months, with a projected start for the audit in early fall.

Many thanks to the folks who attended our announcement of the outdoor classroom to be constructed in the forest adjacent to the Student Centre. We have been fortunate to find a donor, we have received a generous gift from the Nipissing University Alumni Advisory Board, we too are investing money in the project, and we have full matching grant funds for a total of $1 million to construct this new teaching and event facility. As soon as the paperwork and insurance are complete for the project, we will be having an external announcement. In the short term, please pay attention to announcements about consultations that will be held for those interested in discussing the project, in addition to consultations with the Indigenous community both on and off campus.

We have received notification for our funding for 2024-25. As you may know, we have received an additional $1.6 million in one-time Northern Grant funding; we have received approximately $800,000 in operational funding for 2024-25, and we have received funding as a medium risk institution of approximately $2.0 million, so as hoped, the Provincial government has responded positively to our many months of advocacy and communications.

NIPISSING
UNIVERSITY

Draft Academic & Operational Plan

Presented to Senate
June 14, 2024

Draft Academic & Operational Plan Highlights

Must haves:

- Student Recruitment, Enrollment, Retention and Persistence
- Indigenous Knowledge
- Equity, Diversity, Inclusion and Accessibility
- Procedural Integrity

Draft Academic & Operational Plan Highlights

Academic Renewal and Curricular Reform

First Year Experience

Research

Internationalization, Globalization and Decolonization

Climate Citizenship and Environmental Protection

Draft Academic & Operational Plan Highlights

Workplace Culture

Welcome & Belonging, Commitment to Diversity

Staff & Faculty Recruitment and Retention

Talent Development

Financial Stability & Sustainability

Communications

Community & Industry Engagement

A Brief Report on the Meetings of COU Academic Colleagues April/May 2024

The following items discussed:

Ontario 2024 Budget

- On March 26 Ontario Finance Minister Peter Bethlenfalvy delivered the provincial government's 2024 Spring Budget, Building Better Ontario.
- The Budget focused on attracting investment to Ontario, making key investments in infrastructure and housing, and addressing cost-of-living issues to relieve pressure on Ontarians. It focused on themes of: rebuilding Ontario's economy; building infrastructure, highways and transit; working for workers; keeping costs down; and better services for you.
- Of note to the sector, postsecondary-related announcements were primarily grouped under Keeping Costs Down, highlighting the extension of the tuition freeze, and Better Services for You, highlighting last month's postsecondary funding announcement and the new York University medical school.
- Minister Bethlenfalvy foregrounded the extended cut and freeze on tuition as a measure to reduce pressure on Ontario's students and families, saying the government will not "raise taxes, tolls, tuitions or fees."

Future Financial Sustainability

- The Ontario government's underfunding, tuition cut and freeze, and inadequate response to the Blue-Ribbon Panel recommendations leaves the sector in a financial sustainability crisis. The need for sector leadership in reducing reliance on government and protecting institutional autonomy has never been greater.
- While advocacy will continue tuition relief and long-term sustainable funding/revenue levers, the sector will need to leverage its long tradition of transforming to drive greater efficiencies and cost-saving strategies.
- A joint OCAV-CSAO Steering Committee (comprising the chair, vice chair and past chair of those affiliates) was struck and tasked with developing a Future Financia Sustainability Strategy that brings forward "bold ideas" for transformation and practical solutions that may help support the sector in the absence of systemic funding solutions offered by government. Some activities for consideration by Executive Heads include but are not limited to research/jurisdictional landscape on revenue/efficiency models that could be adapted for an Ontario context; curriculum and course streamlining; alternative revenue generation; and enhanced efficiency initiatives.
- Pending direction from Executive Heads, CSAO and OCAV respective affiliates (and working groups etc.) may be asked to undertake work and increased sector collaboration in actioning ideas over the short-, medium- and long term.

College Applied Master's Degrees

- On February 26 the Ministry of Colleges and Universities proposed a regulation amending O. Reg. 279/02 (under the Postsecondary Education Choice and Excellence Act, 2000) to allow the Minister authority to grant consent to publicly assisted colleges meeting certain conditions to offer master's degrees.
- The Ministry's objectives are to:

- Introduce new, carefully developed programs at the graduate level in Ontario that will produce graduates in key sectors with the targeted skill sets that employers are looking for.
- Offer students new choices when it comes to graduate programs in Ontario.
- Recognize colleges' expertise in offering programs which focus on applied study and applied research and are different from master's degree programs in the university stream.
- The deadline for public comment is April 11. COU will be collecting data and developing a response to demonstrate the breadth of master's degrees already offered by the university sector, and the importance of a differentiated postsecondary sector.

International

- On March 27 the Ministry announced its plan for allocating the IRCC study permit applications across Ontario institutions. Ontario will allocate 96% of permit applications to publicly assisted colleges and universities, with the remaining 4% going to Ontario's language schools, private universities and other institutions. Career colleges will not receive any applications.
- Applications will be allocated to institutions based on the following criteria:
    - Prioritize programs in the following high-demand areas: skilled trades, human health resources, STEM, hospitality, and child care.
    - Cannot exceed the institution's 2023 permit levels.
    - As a final backstop, the ratio of international permits cannot exceed 55% (exclusive of high-demand areas) of the institution's 2023 first-year domestic enrolment.
    - French-language enrolment will also be prioritized as employers compete for workers with French-language skills.
- Most international students seeking to study in Ontario must provide a provincial attestation letter (PAL) with their study permit application. The letter serves as proof that the applicant has been accounted for within the maximum allocations set by the federal government. To acquire a PAL, students should contact their admissions office at the institution where they have accepted the offer of admission and intend to enroll.
- The government is also:
    - Requiring all publicly assisted colleges and universities to have a guarantee that housing options are available for incoming international students.
    - Investing over $32M to support the mental health of postsecondary students.
    - Introducing the Strengthening Accountability and Student Supports Act, 2024 that would, if passed, help to enhance the student experience by putting in place additional measures to support mental health, safe and inclusive campuses and allow for increased transparency of fees.
- The federal government has adjusted the date from which international graduates from public-private college partnership programs would not be eligible for a post-graduate work permit (PGWP) from September 1, 2024 to May 15, 2024.

Bill 166, Strengthening Accountability and Students Support Act, 2024

- Bill 166 was tabled by the Ontario Minister of Colleges and Universities on February 26, 2024. If passed, Bill 166 will require every college of applied arts and technology and publicly assisted university to have a student mental health policy and a policy that describes how the institution will address and combat racism and hate. Bill 166 will also

authorize the Minister to issue directives regarding the information to be provided about the costs associated with attendance at a college or university.
- COU submitted a letter to Minister Dunlop on March 27 in response to the Bill.
- Universities spend nearly $1.6B annually on student services, a spending increase of nearly 27% over the past 5 years.
- While universities support the overall intent of the proposed legislation, the lack of provincial funding for these activities, coupled with the fact that these activities will be administered through Ministerial directives, ultimately undermines the objectives of Bill 166 and the institutional autonomy of universities. Furthermore, many of the policies, frameworks and cost transparency that Bill 166 seeks to develop are already in place at universities. A new directive will only duplicate existing efforts, while increasing red tape.

• COU recommendations:

- Provide long-term, sustainable funding to universities to ensure they can continue to provide critical resources and supports to students.
- Set the directives within the proposed legislation through the Lieutenant Governor in Council (LGIC), rather than through Ministerial directives, recognizing the institutional autonomy of universities.
- Provide increased, multi-year direct base funding for postsecondary student mental health.
- Allow flexibility in how institutions can use student mental health funds to ensure they respond most effectively to the unique needs of their students.
- Collaborate with the sector in the development and implementation of any new mental health strategy to ensure optimal outcomes for students, universities and communities.
- Help fund the current initiatives and student services in place to address hate speech, harassment and discrimination.
- Avoid duplicative legal and statutory requirements being issued by Ministerial directives that undermine institutional autonomy.

Research Security

- The federal government has released a new policy on Sensitive Technology Research and Affiliations of Concern (STRAC), which includes publishing a list of sensitive research areas and a list of named research organizations (NROs) of concern.
- Ontario is now moving forward with the implementation of the next phase of safeguarding Ontario research, which includes:
    - Application stage attestations: All Ontario Research Fund (ORF) programs will be implementing an attestation form as part of their application package. The research team will be asked to attest that they do not have any active collaborations with any researchers and entities on the federal NRO list.
    - Streamlined disclosure process: The scope of disclosure requirements has been streamlined to no longer include low-risk agreements and focus only on agreements with NROs, governments on Canada’s sanction list, and commercial or public entities that are banned under existing federal legislation or administrative sanction.
    - TPAs will be updated to refer to the STRAC policy and its related list, along with the federal sanction list.

The Joint Committee of the Board of and Senate on Governance

March 27, 2024

The Joint Committee met on Wednesday, March 27, 2024, at 4:00 p.m. in the President's Boardroom (F303).

Members Present: John D'Agostino (Board of Governors - Acting Chair)
Hilary Earl (Senate)
Dean Hay (Senate)
David Smits (Board of Governors)
David Tabachnick (Senate)
Kevin Wamsley (President & Vice-Chancellor)

Guests: Ann-Barbara Graff (PVPA)
Patricia Lupton (Executive Assistant, Office of the President)

Regrets: Marianne Berube (Board of Governors)

Recording Secretary: Abby Blaszczyk (University Secretary)

1. **Welcome/Traditional Land Acknowledgement**

   The meeting was called to order at 4:00 p.m. John D'Agostino, Board of Governors, filled the role of Chair and provided a traditional land acknowledgement.

2. **Declaration of Conflict of Interest**

   The Committee Chair called for any conflicts of interest; no such declarations were made.

3. **Approval of the Agenda**

   The agenda was approved as circulated.

4. **Review of the minutes from the meeting held September 27, 2023.**

   The minutes of the September 27, 2023, meeting were circulated electronically and no concerns were raised by those members of the Committee who were present for the discussion.

5. **Suspension of Admissions and Enrolments Discussion**

   The following two motions were forwarded to the Joint Committee of the Board and Senate on Governance by the Academic Senate, which were jointly approved by the Board and the Senate for discussion, as per the Committee Terms of Reference:

- That the Arts & Science Faculty Council, held on December 8, 2023, recommend to Senate the creation of a clear policy pertaining to the suspension of admissions and enrolments; and
- That the above motion be referred to the Joint Committee of the Board and Senate on Governance for their recommendation on Senate's role in any decision regarding the suspension of applications/enrolments in programs.

The Chair opened the floor for discussion. Representatives from the Academic Senate emphasized the importance of collegiality in the decision-making process for program enrolment suspension, advocating for greater Senate involvement within the current process, while also recognizing the urgency of suspension of enrolment to engage in fulsome program reviews. Board of Governors representatives spoke to the Board's fiduciary duties, as defined within The Act, and noted that suspension of enrolment within a program is both a business decision (outside the scope of Senate) and a call to action from numerous audit reports over the past decade, including the most recent Auditor General of Ontario report on Financial Management in Ontario Universities.

Discussion took place around the Provost's authority to suspend enrollment as well as the programs selected for enrolment suspension based on the recommendation of the Dean under the current guidelines. These discussions are ongoing.

Conversation continued, with issues of jurisdiction, accountability, and the role of the Board, Senate, the executive and decanal management, and faculty within the decision-making process being raised. The Committee agreed that the Senate should take a proactive approach in the academic governance of the University to ensure a collaborative and cooperative production of the best programs within a top-tier institution and the possibility of governance training and professional development for both the Academic Senate and the Board of Governors was discussed. A member of the Senate tabled a proposal for changes to the process; however, the Committee could not reach a consensus on how to move forward.

Following a lengthy discussion, the Committee agreed on the need for further discussion to address the current challenges and a call for additional meeting dates will be shared following the meeting.

6. Other Business

There was no other business.

7. Adjournment

The meeting adjourned at 5:42 p.m.

NIPISSING UNIVERSITY STUDENT UNION
NUSU Student Centre
221 College Drive, North Bay, ON P1B 0G1
Tel: (705) 474-3450 ext. 4801 Fax: (705) 474-7732
Web: www. nusu.com

NUSU Academic Senate Report: June 2024

Convocation and Congratulations

NUSU would like to send a thank you to the staff and faculty of Nipissing for their dedication and support to our students throughout their years at Nipissing University. We would also like to congratulate all students who are graduating this year! NUSU is excited to be a part of Convocation, and look forward to seeing the students with their bright futures ahead of them!

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

Plane Pull

The NUSU team will be joining with United Way on June 14th, 2024 to participate in a plane pull competition, to pull for a united way in support of the Nipissing community. This event brings together different parts of the community to raise funds to support local programs in the community. NUSU is excited to be a part of this for another year!

Community Canvas: Art From Our Neighborhoods

This summer, NUSU will be partnering with the North Bay community to create an art exhibit in our Reflection Gallery. Submissions for the gallery are now open, and the opening reception of the gallery is set to be July 19th. NUSU would appreciate faculty and staff to come on out to the reception to see the North Bay community come together to celebrate the “Community Canvas: Art From Our Neighborhoods”. Submissions can be sent to vpadvocacy@nusu.com and events@nusu.com and will close on June 27th. For more information please see @nusutalks instagram or email vpadvocacy@nusu.com

Pride BBQ

NUSU will be hosting a Pride BBQ and Drag Show in our courtyard in collaboration with the Equity Centre in celebration of Pride Month. This will be held June 26th at 3:00pm-6:30pm. Along with the Drag Show will be outdoor games, snowcones, face painting and tye-dye! We hope to see staff and faculty at this BBQ! Together, let us stand as allies to help create a safe community. For more information please see @nusutalks instagram or email vpadvocacy@nusu.com

Provost's Report to Senate
September 9, 2024

It is wonderful to be able to acknowledge the commencement of a new academic year. I look forward of 2024-25 with great optimism. First and foremost, let me welcome to campus, both physical and virtual, students new and returning. Nipissing University endeavours to support one student at a time, and through our ongoing efforts we aim to make your decision to study at Nipissing a great one.

With respect to a welcome to new staff and faculty, I am able to announce the following new appointments:

Academic Leadership and Administration
Associate Vice-President, Research, Innovation and Graduate Studies, Dr. Barbi Law
Associate Dean, Graduate Studies, Dr. Dan Walters
Dean, Faculty of Arts and Science, Dr. Nathan Colborne
Director of Teaching and Learning, Dr. Kari Rasmussen
Manager of Quality Assurance and Program Innovation, Robin Gibson
Associate Dean, Education, search in process
Associate Dean, Business, search in process

10-month Limited Term Appointments
Daniel Atkinson – Faculty of Education and Professional Studies, School of Criminal Justice -- Law
Dr. William Bedford - Faculty of Arts and Science, Geography -- Global Urbanization, Urban and Regional Planning, Environmental Studies
Dr. Ekta Chaudhary - Faculty of Education and Professional Studies, School of Business -- Administration
Dr. Chris Hachkowski - Faculty of Education and Professional Studies, Schulich School of Education -- Science Education
Dr. Viktoriia Kovalchuk - Faculty of Education and Professional Studies, School of Business -- Finance
Dr. Katie Maxwell - Faculty of Education and Professional Studies, Schulich School of Education -- Curriculum and Assessment
Dr. Anupriya Singh - Faculty of Education and Professional Studies, School of Business -- Organizational Studies
Dr. Sasa Stankovic - Faculty of Arts and Science, Philosophy -- Ethics, History of Philosophy, Continental Philosophy

Academic and Operational Plan ("APOP")
At today's Senate, the Academic and Operational Plan ("APOP") is being presented for endorsement, having received the endorsement of AQAPC. APOP is the culmination of 14 broad ranging conversations and consultations on the areas of priority that were identified in the Strategic Plan, *Pathways*. The commitments made in the Strategic Plan are making their way into actions. The goal of APOP is to ensure that the University community continues to have conversations across academic and administrative silos in order to ensure the shared responsibility for Nipissing's evolving and dynamic future. To all members of the University community who participated in the consultations, I extend thanks from myself and Renee Hacquard (VPFA). To those members of the

University community who have agreed to chair or co-chair a working group, I extend gratitude for your energy and commitment to co-creating the future. To the committee members of AQAPC, thank you for the support of the Plan and also for your commitment to develop a reporting mechanism to monitor the Plan and report to Senate.

Enrollment Projections 2024-25

In advance of the introduction of new requirements by the Federal government pertaining to the recruitment of international students, Nipissing University through the Office of the Registrar had been reviewing our recruitment processes and procedures for all students (domestic, international, undergraduate, graduate, Indigenous, high school [101] and mature [105]). Significant work is being undertaken through *Project Integrate* which will ensure the efficiency and efficacy of recruitment and admissions. It will also require the close support of the development and articulation of the distinctive mission, vision and value proposition for each program area in support of efforts to be effective in marketing programs to wider audiences.

Recruitment and admissions staff have worked assiduously in the Spring and Summer to support international students who were adjusting to new processes and protocols for travel to Canada. At this time, we do not expect to meet the targets set for international students in the incoming Fall class, but are working to address any shortfall in the Winter term.

Strategic Enrollment Management (SEM)

Nipissing University concluded the first phase of its SEM plan in 2024. As part of APOP, the SEM process has moved to the Provost's Office. I extend thanks to the co-chairs, Debra Iafrate and Stephen Tedesco, of Phase 1 and look forward to meeting the goals of Phase 2:

GOAL 1 (Phase 1): Establish an Integrated Academic Plan & Resource Management Framework
GOAL 1 (Phase 2): Maintain and Improve an Integrated Academic Plan & Resource Management Framework
GOAL 2 (Phase 1): By 2024/25, the University will increase sustainable and diversified recruitment of highly qualified undergraduate students. (Domestic UG Admissions: 1375; International UG Admissions: 190).
GOAL 2 (Phase 2): By 2024/25, the University will increase sustainable and diversified recruitment of highly qualified undergraduate students. (Domestic UG Admissions: 1375; International UG Admissions: 160) with plan for domestic year-over-year growth of 6%.
GOAL 3 (Phase 1/2): Shift the mindset/institutional culture with respect to staff perceptions of their role in student retention
GOAL 4 (Phase 1/2): Engage more actively with our students (i.e., move from a passive/reactive approach to retention to a more supportive and proactive approach)
GOAL 5 (Phase 1): Establish University SEM Committee to mobilize the SEM plan.
GOAL 5 (Phase 2): Establish University SEM Faculty Committees to mobilize and monitor the SEM plan.

The Office of Indigenous Initiatives

OII has led a review of the Honoraria Policy for Elders and Indigenous Knowledge Holders (2.10.2019U) with the objective of making the policy clearer for stakeholders. I would like to acknowledge everyone who participated in the review of the policy, with the goal of making it better. The revised policy will be proliferated by the Office of the Vice-President, Finance and Administration shortly.

Provincial Updates

Inquest Finding
On August 9, 2024, all publicly funded colleges and universities in Ontario were notified by MCU of the jury verdict from the inquest into the deaths of Gladys Helen Ryan and William Thomas Ryan. Specifically, the inquest jury's Recommendation 9 is directed to MCU and calls for colleges and universities "to develop elder abuse and intimate partner violence education, and include the education as a mandatory component of training for personal support workers (and regulated health professionals who provide support in the community), paramedics, nurses and doctors."

Nipissing University takes the findings of the inquest jury very seriously. Nipissing's programs in Social Work and Nursing already include mandatory education on elder abuse and intimate partner violence. Our program in Physical and Health Education will be reviewing its curriculum to ensure that the necessary educational component occurs in it as well. Senate's Academic Curriculum Committee (ACC) will be reviewing the curricular maps of the programs to ensure that the mandatory requirement of the inquest verdict is met.

Cost of Educational Materials
On August 16, 2024, all publicly funded colleges and universities in Ontario were notified by MCU that a new directive to take effect on January 1, 2025 had been enacted pursuant to subsection 21(2) of the MTCU Act whereby:

> "At a minimum, the following information should be provided in the syllabus:
> - each textbook or other learning materials should be individually costed. In the event that the cost of the current year is not available at the time the syllabus is prepared, the most recent cost should be included with a note indicating that it may change; and
> - where there are any restrictions that would prevent a student from using a second-hand copy of the textbook or other learning material."

This directive includes the requirement that the Board of Governors report to MCU on our compliance.

As this directive relates to the course syllabus, I have asked the Director of Teaching and Learning to work with Senate's Teaching and Learning Committee on a process and communication to support faculty meet the obligations set by MCU.

Strategic Mandate Agreement 4
Nipissing University has been advised by MCU that conversations will begin in Fall 2024 toward the successful negotiation of bilateral agreements.

Institutional Quality Assurance Audit (regular cycle)
AQAPC has been updated on the preparations for Nipissing University's regular cycle quality assurance audit. The external reviewers will be on campus March 26-28, 2025 and they will review the documented quality assurance processes and the effective use of learning outcomes since the focused audit of 2020.

Ministry of Colleges and Universities
Assistant Deputy Minister
Strategic Policy and Planning Division

315 Front Street West, 16th Floor
Toronto ON M7A 0B8
Tel.: 647 824-8416
Email : Zoe.Kroeker@ontario.ca

Ministère des Collèges et Universités
Sous-ministre adjointe
Division des politiques et de la planification stratégiques

315 rue Front Ouest, 16ème étage
Toronto ON M7A 0B8
Tél. : 647 824-8416
Courriel : Zoe.Kroeker@ontario.ca

MEMORANDUM TO: Executive Heads, Publicly Assisted Universities
Presidents, Colleges of Applied Arts and Technology

COPIES TO: Vice-Presidents Academic, Publicly Assisted Universities and Colleges of Applied Arts and Technology
Steve Orsini, President and CEO, Council of Ontario Universities
Marketa Evans, President and CEO, Colleges Ontario

FROM: Zoë Kroeker
Assistant Deputy Minister, Strategic Policy and Planning Division

DATE: August 9, 2024

SUBJECT: **Ryan Inquest Jury Verdict and Recommendations**

I'm writing to share the Office of the Chief Coroner's inquest jury verdict and recommendations from the inquest into the deaths of Gladys Helen Ryan and William Thomas Ryan.

The inquest jury's Recommendation 9 is directed to MCU and calls for colleges and universities to develop elder abuse and intimate partner violence (IPV) education, and include this education as a mandatory component of training for personal support workers (and regulated health professionals who provide support in the community), paramedics, nurses and doctors.

As colleges and universities are responsible for curriculum content and review, I encourage you to share this recommendation with your staff and faculty to conduct any program reviews or consider any options that you may deem appropriate.

The inquest jury recommendations are available at: 2023 coroner's inquests' verdicts and recommendations | ontario.ca

Sincerely,

Zoë Kroeker
Assistant Deputy Minister

c: Scott Allinson, Chief of Staff, Office of the Minister of Colleges and Universities
Scott Ramsay, Director of Policy and Issues, Office of the Minister of Colleges and Universities

Seetha Kumaresh, Director, Postsecondary Education Programs Branch
Carita Ng, Manager, Universities Unit, Postsecondary Education Programs Branch

Ministry of Colleges and Universities

Office of the Minister

438 University Avenue, 5th floor
Toronto ON M7A 0B8

Ministère des Collèges et Universités

Bureau de la ministre

438, avenue University, 5e étage
Toronto ON M7A 0B8

Ontario

MEMORANDUM TO: Presidents, Colleges of Applied Arts and Technology
Executive Heads, Publicly Assisted Universities

FROM: The Honourable Jill Dunlop
Minister of Colleges and Universities

DATE: August 16, 2024

SUBJECT: Directive on the Costs of Educational Material under the *Ministry of Training, Colleges and Universities Act* (MTCU Act)

Earlier this year, the *Strengthening Accountability and Student Supports Act, 2024* was passed and made amendments to the MTCU Act. The new MTCU Act provisions allow for directives to be issued to publicly assisted colleges and universities that require these institutions to provide students with information about educational costs associated with attending the institution.

This memo is a directive issued pursuant to subsection 21(2) of the MTCU Act. The objectives of this directive are to:

- Ensure students and their families can find information on educational costs with ease; and
- Improve consistency across the sector in publishing educational costs and leverage best practices.

Educational costs include ancillary fees, the costs of textbooks and other learning materials.

Ancillary Fees
Ancillary fees are fees charged to support services and activities distinct from academic programming or general overhead for the institution in addition to tuition fees. For the complete definition of ancillary fees please refer to the guidelines and references noted below.

The publication of ancillary fees is currently required through the *Tuition and Ancillary Fees Minister's Binding Policy Directive* for colleges and the *Tuition Fee Framework Implementation Guidelines for Publicly Assisted Universities* or the *Ontario Operating Funds Distribution Manual.*

This directive does not include any changes to the current requirements for the publication of ancillary fees other than annual reporting as noted below.

Costs of Textbooks and Other Learning Materials
Each publicly assisted college and university shall ensure that students are informed of the costs of all textbooks and other learning materials that are mandatory and optional in the course syllabus for each course.

At a minimum, the following information should be provided in the syllabus:

- Each textbook or other learning material should be individually costed. In the event that the cost for the current year is not available at the time the syllabus is prepared, the most recent cost should be included with a note indicating that it may change; and
- Whether there are any restrictions that would prevent a student from using a second-hand copy of the textbook or other learning material.

This requirement is effective for all courses beginning in January 2025 and will remain in effect until this directive is revoked or replaced.

Annual Reporting to Boards
Subsection 21(6) of the MTCU Act requires annual reporting to governing boards on the implementation of this directive.

Publicly assisted colleges and universities should include the following information in their report to the board in respect of the preceding year:

- Ancillary fees as approved by the board of governors or governing body per current requirements in the *Tuition and Ancillary Fees Minister's Binding Policy Directive* for colleges and the *Tuition Fee Framework Implementation Guidelines for Publicly Assisted Universities,* or the *Ontario Operating Funds Distribution Manual.*
- The percentage of courses that included the costs of textbooks and other learning materials in their course syllabuses. If the percentage is less than 100%, the report should include plans on how and when the institution will reach full compliance with the requirements in this directive.
- A summary of current and planned communications to students on where to find information on educational costs.

Annual reports must also be shared with the Ministry of Colleges and Universities (MCU) within 10 working days of being presented to and approved by a governing board. Institutions can provide the annual report to MCU by emailing it to the attention of the Director for Postsecondary Education Policy Branch at psepolicy@ontario.ca.

Best Practices
In the interest of students, I would like to recommend the following best practices:

- Institutions should make students aware of how to find information on ancillary fees and the cost of textbooks and other learning materials.

- No other educational material costs should be added to a course after the distribution of the syllabus in the first week of classes.
- Along with textbook costs, a syllabus should include information about textbook features (e.g., personalized online study tools).
- Faculty should be encouraged to use Open Educational Resources (OERs) to help make postsecondary education more affordable for students. OER resources are available through eCampusOntario: https://www.ecampusontario.ca/exploring-the-open-library/

I appreciate the work already done by institutions to help students plan for the costs associated with their education such as the development of educational material cost calculators. We can build on this work by providing even greater consistency and cost transparency for students across the sector through the implementation of this directive.

Sincerely,

The Honourable Jill Dunlop
Minister of Colleges and Universities

c: Marketa Evans, President and Chief Executive Officer, Colleges Ontario
Steve Orsini, President and Chief Executive Officer, Council of Ontario Universities
Scott Allinson, Chief of Staff, Minister's Office, Ministry of Colleges and Universities
David Wai, Deputy Minister, Ministry of Colleges and Universities
Zoë Kroeker, Assistant Deputy Minister, Strategic Policy and Planning Division, Ministry of Colleges and Universities
Joshua Paul, Assistant Deputy Minister, Financial Sustainability, Performance and Oversight Division, Ministry of Colleges and Universities

Board of Governors Report to Senate – May 2024

Board of Governors Meeting
June 24, 2024

The Board of Governors met on Monday, June 24, 2024, In the President's Boardroom (F303) and via Zoom remote conferencing.

The Chair thanked outgoing Board members and welcomed incoming members as of July 1, 2024, and recognized Dr. Paul Cook (D.Litt) and Cheryl Sutton, VPFA, for their years of service and dedication to Nipissing University.

The President announced a total of $606,000, in funds raised through the Chancellor's Cabinet, chaired by Dr. Paul Cook, including funds raised through the inaugural 'Evening at Nipissing' event.

The approximate calculation for the 2023-24 year-end is $3.2 million in surplus funds, to be confirmed through the year-end audit process.

The Board of Governors resolved to endorse the process of the Academic and Operational Plan to date.

The Board of Governors accepted the recommendation of the University Governance Committee to adopt the revised General Bylaws of the Board of Governors document. The up-to-date version of the Bylaws can be found on the University website.

The Board accepted the recommendation of the Audit & Finance Committee to approve the revisions to the Investment Policy and Guidelines for Trust and Endowment Funds as presented. The most recent version of the policy can be found on the University website.

The Board accepted the recommendations of the Academic Senate to remove the Specialization and Honours Specialization Degree options from the Religions and Cultures Program and the create a new academic unit that includes Social Welfare and Social Development, Psychology, Child and Family Studies, and Sociology, effective July 1, 2024.

The Board of Governors next meets on September 26, 2024, at 5:30 p.m.

Nipissing University Alumni Advisory Board report to Academic Senate
September 2024

Welcome Back

The Nipissing University Alumni Advisory Board welcomes new and returning Lakers to the 2024/2025 academic year! Best of luck on your educational journeys. We look forward to engaging with you during your time as a Laker and when you join the Alumni family.

New Members

NUAAB welcomed three new members to our board over the summer. Please join us in welcoming Roxanne Martin-Pitchenese, BEd '15; Riley McEntee, BA (Honours) '24; and Sean Menzie, BComm '19!

Blue Jays University & College Night

For the third year in a row, NUAAB is sending GTA-based alumni to the Toronto Blue Jays University & College Night. This event is an exciting opportunity for former Lakers to connect as we cheer on the Jays! Forty alumni and their guests will be in attendance. NUAAB would like to thank NUSU for partnering with us on this event.

Homecoming Weekend

Homecoming Weekend is right around the corner! Join us from September 20th – 22nd as we welcome students, alumni, staff, faculty, and community members to take part in a riveting weekend of events. Whether you're looking for a gallery hop, a sports game, or a chance to connect, there's something for everyone. Please visit https://events.nipissingu.ca/homecoming for more information and register today!

NIPISSING UNIVERSITY STUDENT UNION
NUSU

NUSU Student Centre
221 College Drive, North Bay, ON P1B 0G1
Tel: (705) 474-3450 ext. 4801 **Fax:** (705) 474-7732
Web: www. nusu.com

NUSU Academic Senate Report: September 2024

Congratulations on the New 2024/2025 Academic Year

The NUSU Executives and all of NUSU would like to extend a warm welcome to new faculty, and staff members, and students, as well as returning faculty, staff members and students to the 2024/2025 Academic Year!

COCA

The NUSU Executive team went to Windsor in June of 2024 for the Canadian Organization of Campus Activities (COCA) National Conference. There we met with many other Executives from other student unions and learnt about their policies, processes, and activities that they do throughout the year. It was an amazing week that led the NUSU Executives to have many opportunities to learn.

OWLs Week

From August 27th-August 31st, NUSU had their OWLs (Orientation Welcome Learning Social) Week for first-year students. We wanted to say a big thank you to all the departments, faculty, and staff that helped out with this week. The students have been given positive feedback and enjoyed everything that was offered by the departments and NUSU!

Academic Week

The first Academic Week will occur between September 23rd - September 27th. There will be info booths near the bookstore on September 24th, so students can learn about different departments in the school, as well as an Amazing Academic Race on September 27th, in which students can go to different departments, complete a challenge, and be given their next clue, all while talking and learning about the department they are in. If any of these are of interest to any faculty or staff, please contact vpadvocacy@nusu.com.

Director/Senator Elections

NUSU will be holding their bi-annual Director-at-Large and Senator elections from September 24th to September 27th. Packages are released on September 4th and are due on September 18th. NUSU is looking for 5 Director-at-Large, one Graduate Studies Student Senator, and one Educational & Professional Studies Student Senator. For more information, please contact elections@nusu.com.

NIPISSING UNIVERSITY

REPORT OF THE SENATE EXECUTIVE COMMITTEE

September 5, 2024

A meeting of the Senate Executive Committee took place in person and by Zoom conference on September 5, 2024.

The following members participated:
K. Wamsley (Chair), A. Graff, B. Law, N. Colborne, G. Raymer, D. Iafrate, T. Sibbald (Speaker), G. Phillips (Deputy Speaker), S. Landriault (Recording Secretary, n-v)

Regrets: A. Adler, S. Renshaw, T. Miller

Guest: A. Blaszczyk

The purpose of the meeting was to set the agenda for the September 13, 2024 Senate meeting.

The Chair welcomed members to the first meeting of the new academic year and reminded of the Annual Board of Governors Retreat on October 4, 2024.

The Chair informed of the implementation of the BoardEffect governance platform and introduced the University Secretary, Abby Blaszczyk, who provided an overview. Ms. Blaszczyk advised that the Board of Governors has successfully piloted the portal for the past year. She spoke of the improved security features, ease of use and functionality, consistency and improved access to meeting agendas and minutes.

She advised that Amy Schneiderman from BoardEffect will provide an approximate 20-minute training session for Senators at 2:30 p.m. on September 13 prior to the start of the Senate meeting. The portal will be implemented following the Senate meeting and will be live for the October 11, 2024, Senate meeting. Accessibility to Senate agendas and minutes on-line will not change, and while the format may look a bit different, the content will remain the same. Senators will be able to access Senate documents by signing into the portal and will be able to access the agenda to make notes and flag items.

The Report of the Academic Curriculum Committee dated August 20, 2024 was provided to the Senate Executive for inclusion in the Senate agenda.

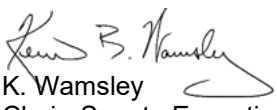
The Report of the Academic Quality Assurance and Planning Committee dated August 23, 2024 was provided to the Senate Executive for inclusion in the Senate agenda. The Academic and Operational Plan (APOP) as recommended by the AQAPC will be provided to Senate for endorsement.

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

- One faculty Senate representative to serve on the Joint Committee of the Board and Senate on Governance for a three-year term effective July 1, 2024 to June 30, 2027.
- One faculty Senate representative to serve on the Board of Governors for a three-year term effective July 1, 2024 to June 30, 2027.

Moved by K. Wamsley, seconded by A. Graff that the Senate Executive Committee approves the September 13, 2024 Senate agenda.
CARRIED

Respectfully submitted,



K. Wamsley
Chair, Senate Executive Committee

Motion 1: That Senate receive the Report of the Senate Executive Committee dated September 5, 2024.

Report of the
Academic Curriculum Committee (ACC)

August 20, 2024

Members Present:

Ann-Barbara Graff	Nathan Colborne	Nancy Black
Debra Iafrate	Kurt Clausen	Gillian McCann
Ping Zou	Tyandra Miller	

Regrets: Graydon Raymer, Tammie McParland, Emma Bonneau

Absent: Paul Millar

Guests: Robin Gibson, Beth Holden, Kari Rasmussen

The ACC received and discussed the role of Senate, ACC and the Importance of Syllabi and Learning Outcomes. The documents in support of the discussions are reflected in the recommendations to Senate contained in the motion below.

ACC concluded that in order to be able to consider the implications of curricular change (new course proposals, courses changes, course deletions, banking, unbanking), syllabi are required along with a curricular map that identifies where and how the program learning outcomes are being met. At the request of the committee, the Director of Teaching and Learning, Dr. Kari Rasmussen, will be providing ACC with a syllabus template that includes only the information necessary for ACC and Senate to attest to its responsibility for academic oversight.

Respectfully submitted,

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

Motion 1: That Senate receive the Report of the ACC, dated August 20, 2024.

1. The Role of Senate, ACC and the Importance of Syllabi and Learning Outcomes

ACC Terms of Reference:

(i) to engage in on-going review of all academic curriculum matters related to undergraduate and graduate studies (including degree and program requirements) and to make recommendations to Senate, as necessary and appropriate;
(ii) to periodically review the criteria and policies with respect to admission of all students to the University and the transfer of credits from other educational institutions as necessary and appropriate, for conveyance to Senate:
(iii) to review the annual report on the School of Graduate Studies' activities;
(iv) to establish the criteria for membership in the Graduate Faculty;
(v) to deal with such other matters as may be assigned from time to time by Senate

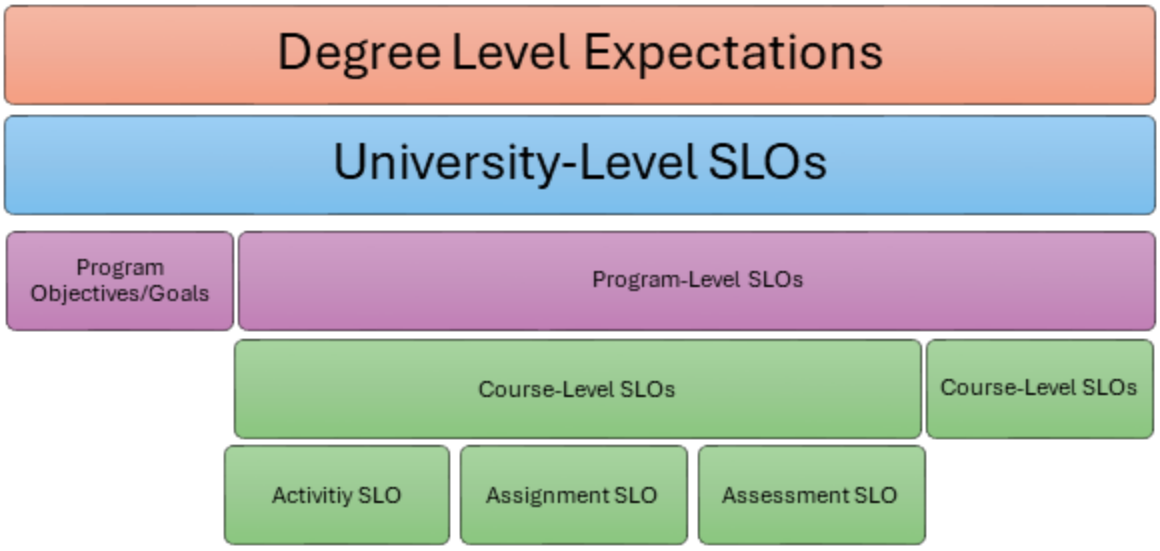
The Importance of Syllabi and Learning Outcomes

A Syllabus is the document that provides students with the information they require to complete any given course. It is the document that provides the expectations of content, assessments, and the role of the university, faculty and student within the course. This document should accurately and fully provide this information to enable student success, reduce appeals, and ultimately is the document that would be referred to in any contractual or legal activity.

Each course provides course-level student learning outcomes, learning outcomes are the connection between any given activity, course, program, degree and the Degree Level Expectations of the Quality Assurance Framework.

Background

As part of the process for Quality Assurance for University Degrees in Ontario[1] every program requires that **university-level student learning outcomes (SLOs)** and **program-level student learning outcomes (SLOs)** meet the **degree level expectations** as laid out in Ontario's Quality Assurance Framework.



Degree Level Expectations identify what any student should know and be able to do to be a degree holder (earn an undergraduate degree)[2].The quality assurance framework lists the expectations for undergraduate and graduate programs[3], attachment 1 provides these expectations.

University-Level Student Learning Outcomes are those that Nipissing University has identified as being part of every graduate's learning experience.

	University Goal (Ability)	University-Level SLOs (Commitment) *Upon successful completion of any program…*
1	Analyze critically and creatively	Graduates will… • engage in the examination of ideas, issues, and problems, drawing on and critiquing established bodies of knowledge and means of analysis. • organize information logically and consider alternative strategies, recognizing the need for multiple voices and will seek opportunities for those voices to be heard. • utilize divergent or lateral thinking to expand on ideas and create new ways of looking at a situation.
2	Use knowledge and skills proficiently	Graduates will… • demonstrate competence in the knowledge and skills specific to their area of study by productively applying their knowledge, skills and tools to a variety of situations.
3	Initiate inquiries and develop solutions to problems	Graduates will… • demonstrate a curiosity that results in inquiry by proposing questions that encourage deliberation, creative expression,

		and the formulation of solutions to problems, in theoretical, conceptual and applied fields. • evaluate the benefits and challenges of different solutions when proposing specific courses of action.
4	Communicate effectively	Graduates will… • communicate respectfully, by listening attentively, seeking clarification, and working to understand the points of view of others. • effectively present information using a variety of modes and media, adapting their method of presentation to suit specific audiences. • convey their intended message using a variety of oral, written, and visual strategies and a variety of media platforms to ensure accurate communication.
5	Pursue self-motivated and self-reflective learning	Graduates will… • initiate action and demonstrate confidence in the application of their knowledge and skills. • work independently and productively. • set personal and professional goals and establish a plan of action to attain those goals. • reflect on their growth and development and use reliable and practical strategies to learn from that reflection.
6	Engage in collaborative leadership and professional practices	Graduates will… • work cooperatively, cultivating and thriving in diversity, with diverse peoples. • demonstrate strong interpersonal skills. • demonstrate leadership skills by motivating, including, and supporting others. • seek opportunities to collaborate. • engage in professional dialogue and participate in learning communities.
7	Engage in ethical and respectful practices	Graduates will… • engage in activities ethically and equitably: they act with integrity and take responsibility for their actions. • engage in their work using ecologically sustainable practices.
8	Contribute locally, regionally, nationally and globally	Graduates will… • demonstrate they are socially just: they are prepared to participate in local, regional and global communities.

		• demonstrate knowledge of Anishinabek ontologies. • initiate change. • utilize their knowledge and skills to positively impact their community.

Program Goals/Objectives provide a high-level description of the goals of the program. This program provides …

Program-Level Student Learning Outcomes outline what the student is expected to know or do by the end of the program. These outcomes as well as the University-Level Student Learning Outcomes should reflect the Degree Level Expectations.
Upon successful completion of this program students will be able to …

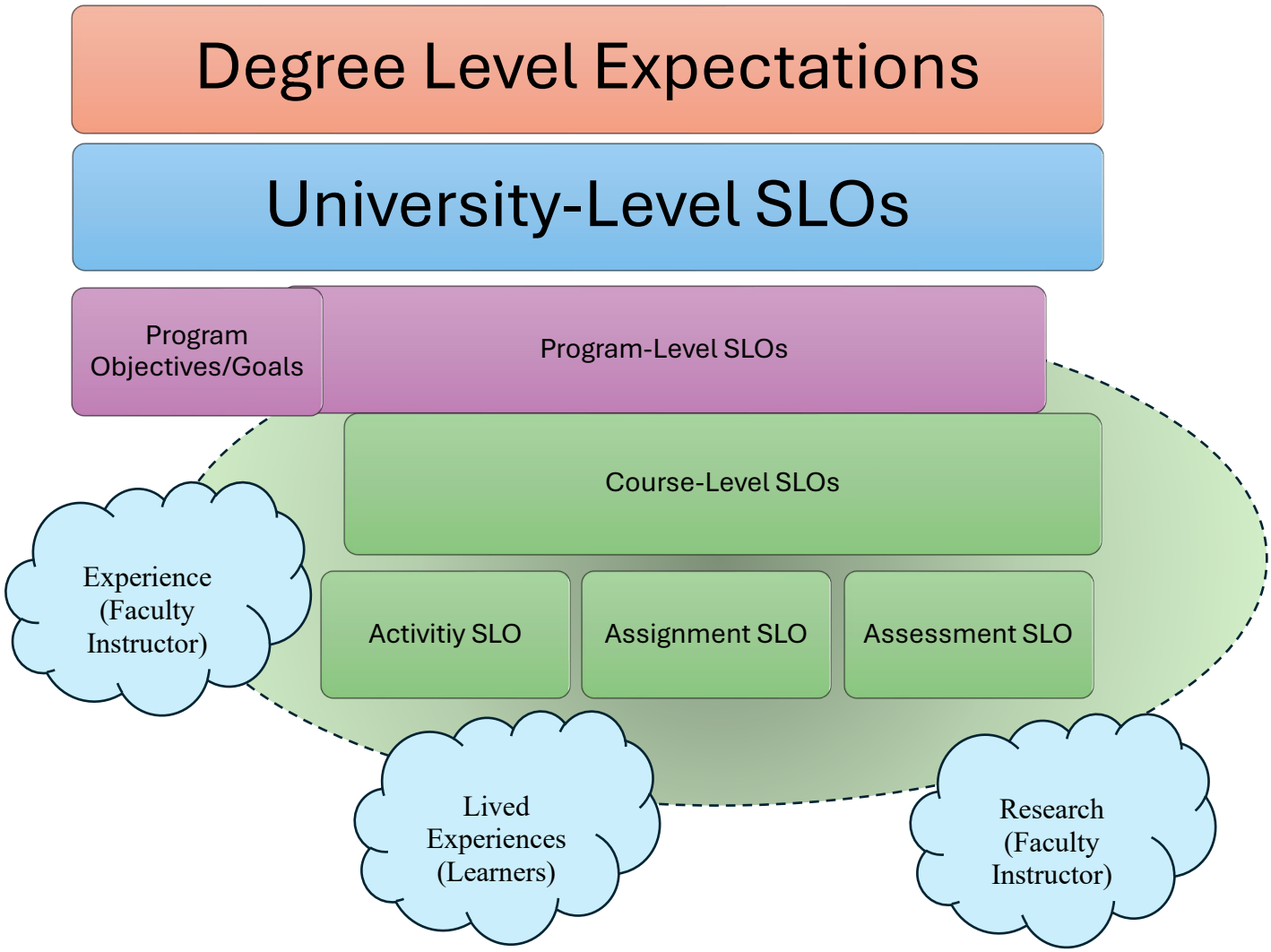
Course-Level Student Learning Outcomes identify what the student is expected to know or do by the end of a given course. These are identified within the Course Syllabus.
Upon successful completion of this course students will be able to…

Assignment/Assessment/Activity Student Learning Outcomes identify what the student is expected to know or do by the end of that learning component.

Student learning outcomes *identify what students will be able to demonstrate (knowledge/practice); it is the basis for how they are assessed and evaluated. Learning outcomes shape each program, course and learning activity (activity, assessment, assignment) by assisting faculty to shape their course and student evaluation and providing students with what is expected of them to complete the course.*

Upon successful completion of this assignment/assessment/activity the student will be able to…

So how does the this translate into what is experienced by the student as they any given course?



As the faculty/instructor plans their course they are aware of where the course sits in the program to ensure that the level of their content, content specific vocabulary, assessments, etc. fits into the overall program experience for the student.

The activity of lesson planning over the length of the course is where the individualized approaches are brought to the activities:

- the Course-Level SLOs are chunked over the time of the semester,
- the activities, assignments and assessments reflect the learning outcomes they should be ensuring are demonstrated within each (formal or informal assessments).
- the experience (personal, subject and research) and personality of the faculty/instructor is added through their choice of examples, experiences, content that supports the syllabus
- the lived experience of the learners often influences the delivery of the material by covering relevant examples, focusing on specific topics or enabling learners to bring their experience into the classroom.

	Baccalaureate/bachelor's degree This degree is awarded to students who have demonstrated the following:	**Baccalaureate/bachelor's degree: honours** This degree is awarded to students who have demonstrated the following:
1. Depth and breadth of knowledge	a) General knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline; b) Broad understanding of some of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines; c) Ability to gather, review, evaluate and interpret information relevant to one or more of the major fields in a discipline; d) Some detailed knowledge in an area of the discipline; e) Critical thinking and analytical skills inside and outside the discipline; and f) Ability to apply learning from one or more areas outside the discipline.	a) Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline; b) Developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines; c) Developed ability to: i) gather, review, evaluate and interpret information; and ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline; d) Developed, detailed knowledge of and experience in research in an area of the discipline; e) Developed critical thinking and analytical skills inside and outside the discipline; and f) Ability to apply learning from one or more areas outside the discipline.
2. Knowledge of methodologies	An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:	An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:

ONTARIO COUNCIL OF ACADEMIC VICE-PRESIDENTS'
UNDERGRADUATE AND GRADUATE DEGREE LEVEL EXPECTATIONS

UNDERGRADUATE

	Baccalaureate/bachelor's degree This degree is awarded to students who have demonstrated the following:	**Baccalaureate/bachelor's degree: honours** This degree is awarded to students who have demonstrated the following:
1. Depth and breadth of knowledge	a) General knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline; b) Broad understanding of some of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines; c) Ability to gather, review, evaluate and interpret information relevant to one or more of the major fields in a discipline; d) Some detailed knowledge in an area of the discipline; e) Critical thinking and analytical skills inside and outside the discipline; and f) Ability to apply learning from one or more areas outside the discipline.	a) Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline; b) Developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines; c) Developed ability to: i) gather, review, evaluate and interpret information; and ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline; d) Developed, detailed knowledge of and experience in research in an area of the discipline; e) Developed critical thinking and analytical skills inside and outside the discipline; and f) Ability to apply learning from one or more areas outside the discipline.
	Baccalaureate/bachelor's degree This degree is awarded to students who have demonstrated the following:	**Baccalaureate/bachelor's degree: honours** This degree is awarded to students who have demonstrated the following:

2. Knowledge of methodologies	An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:	An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:
	a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; and b) devise and sustain arguments or solve problems using these methods.	a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; b) devise and sustain arguments or solve problems using these methods; and c) describe and comment upon particular aspects of current research or equivalent advanced scholarship.

3. Application of knowledge	The ability to review, present, and interpret quantitative and qualitative information to: a) develop lines of argument; b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; and	The ability to review, present and critically evaluate qualitative and quantitative information to: a) develop lines of argument; b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; c) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; d) where appropriate use this knowledge in the creative process; and
	The ability to use a basic range of established techniques to: a) analyze information; b) evaluate appropriateness of different approaches to solving problems related to their area(s) of study; c) propose solutions; and d) make use of scholarly reviews and primary sources.	The ability to use a range of established techniques to: a) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information; b) propose solutions; c) frame appropriate questions for the purpose of solving a problem; d) solve a problem or create a new work; and e) make critical use of scholarly reviews and primary sources.

	Baccalaureate/bachelor's degree This degree is awarded to students who have demonstrated the following:	**Baccalaureate/bachelor's degree: honours** This degree is awarded to students who have demonstrated the following:
4. Communication skills	The ability to communicate accurately and reliably, orally and in writing to a range of audiences.	The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.
5. Awareness of limits of knowledge	An understanding of the limits to their own knowledge and how this might influence their analyses and interpretations.	An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.
6. Autonomy and professional capacity	Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: a) the exercise of personal responsibility and decision-making; b) working effectively with others; c) the ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study; and d) behaviour consistent with academic integrity and social responsibility.	Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: a) the exercise of initiative, personal responsibility and accountability in both personal and group contexts; b) working effectively with others; c) decision-making in complex contexts; d) ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; and e) behaviour consistent with academic integrity and social responsibility.

GRADUATE

	Master's degree This degree is awarded to students who have demonstrated the following:	**Doctoral degree** This degree extends the skills associated with the master's degree and is awarded to students who have demonstrated the following:
1. Depth and breadth of knowledge	A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which are at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.	A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice including, where appropriate, relevant knowledge outside the field and/or discipline.
2. Research and scholarship	A conceptual understanding and methodological competence that: a) enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; b) enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and c) enables a treatment of complex issues and judgments based on established principles and techniques; and, On the basis of that competence, has shown at least one of the following: a) development and support of a sustained argument in written form; or b) originality in the application of knowledge.	a) The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems; b) The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and c) The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.

	Master's degree This degree is awarded to students who have demonstrated the following:	**Doctoral degree** This degree extends the skills associated with the master's degree and is awarded to students who have demonstrated the following:
3. Level of application of knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.	The capacity to: a) undertake pure and/or applied research at an advanced level; and b) contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.
4. Professional capacity/autonomy	a) The qualities and transferable skills necessary for employment requiring: i) exercise of initiative and of personal responsibility and accountability; and ii) decision-making in complex situations; b) The intellectual independence required for continuing professional development; c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d) The ability to appreciate the broader implications of applying knowledge to particular contexts.	a) The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations; b) The intellectual independence to be academically and professionally engaged and current; c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d) The ability to evaluate the broader implications of applying knowledge to particular contexts.
5. Level of communications skills	The ability to communicate ideas, issues and conclusions clearly.	The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.

6. Awareness of limits of knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.	An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.

Report of the

ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE

Academic Year 2024-2025

August 23, 2024

The first meeting of the Academic Quality Assurance and Planning Committee of 2024-2025 was held on Friday, August 23, 2024 in person and via Teams conference.

COMMITTEE MEMBERS:

Ann-Barbara Graff (Chair)	Stephen Tedesco	Alireza Khorakian
Nathan Colborne	Nancy Black	Tyandra Miller
Barbi Law	Andrew Ackerman	
Debra Iafrate	Nathan Kozuskanich	

Regrets: G. Raymer, J. Smith, V. Williams, P. Ravi

Guests: B. Holden, R. Gibson, K. Rasmussen

Recording Secretary: S. Landriault

The Chair offered a Traditional Territory acknowledgement.

Under Business Arising from the Minutes of the June 21, 2024 AQAPC meeting, development of a process for consideration of the creation of new academic units was included in the agenda. The Provost and Vice-President, Academic, advised that this matter will be discussed at the next AQAPC meeting.

As the AQAPC is responsible for the workflow of all Senate Standing Committees, work plans for the Senate Standing Committees will also be discussed at the next meeting.

The Academic and Operational Plan was presented to the AQAPC for endorsement. It was approved in principle at the June 10, 2024 AQAPC meeting and included for information in the June 14, 2024 Senate agenda.

The Provost thanked Martee Storms and Cheryl Zimba for their work facilitating and scheduling the APOP sessions, and for transcribing and assembling the large volume of notes generated from the conversations. She also thanked all those that participated and assisted in the process.

Motion 1: Moved by N. Kozuskanich, seconded by N. Colborne that the AQAPC endorse the Academic and Operational Plan (APOP) as presented.
CARRIED

The Provost welcomed and introduced Robin Gibson, the new Manager of Quality Assurance and Program Innovation, and Dr. Kari Rasmussen, the new Director of Teaching and Learning. Robin is working on the Quality Assurance Audit and will be a key support as the AQAPC is ultimately responsible for Quality Assurance. Robin and Kari will also both be working on new program proposals and academic architecture and structure. Robin provided a presentation on the process of the Quality Council Institutional Audit scheduled to take place on campus March 26-28, 2025. The presentation is included in the report.

Dr. Nathan Kozuskanich was acclaimed as the AQAPC Vice-Chair.

The Provost thanked the AQAPC members listed below for agreeing to review the following IQAP Self-Studies for compliance:
Liberal Art and Liberal Sciences – N. Black and J. Smith
Political Science – N. Kozuskanich and V. Williams

…/2

Respectfully submitted,

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

Motion 1: That Senate receive the Report of the Academic Quality Assurance and Planning Committee dated August 23, 2024.

Motion 2: That Senate endorse the Academic and Operational Plan (APOP) as recommended by the AQAPC.

Academic & Operational Plan (APOP)

Executive Summary

After a period of financial austerity and uncertainty, Nipissing University is entering a period of optimism and opportunity.

In Fall 2023, after robust consultation, Nipissing University delivered its strategic plan, *Pathways: Our Commitments to Water, Land, and People for the Next Seven Generations*. The plan upholds the following commitments through 80 pathways: Fulfilling our Responsibility to Truth and Reconciliation; Nurturing our Relationship with Water, Land and Place; Embodying Harmony and Care; Inspiring Innovative Growth and Development; Building Sustainable Futures; and Celebrating Who We Are.

The Academic and Operational Plan (APOP) picks up where strategic planning has directed us, by providing a roadmap for how we will fulfill the commitments set out in *Pathways*. We are convening broadly constituted ad hoc working groups, ensuring appropriate representation from both academic and administrative groups, to advance work in a number of areas; in March 2025, we will convene another set of working groups in order to keep the work of APOP going and to ensure everyone has the opportunity to contribute. Appendix B includes the activities that the community has engaged in as we work to fulfill our aspirations.

In Winter 2024, we hosted 14 conversations with the broader Nipissing community on topics drawn from the Strategic Plan. The process foregrounded conversations between academic and administrative areas to break down the silos that inevitably influence how we think about our own unique contributions to the university and to forge bonds of collective community as we work together to shape the future of the institution.

The goal of APOP is to set a course for sustainable growth that makes the most of the optimism and opportunities that characterize the current moment and that also anticipates Nipissing University's unique contribution to post-secondary education into the future. This plan is sensitive to how the sector is changing in Ontario and globally in response to COVID-19, funding models, international participation, student interests, and labour market realities. In fact, there are two directives which may be seen bounding the APOP plans (A. **Long-term Financial Stability;** and **B. the Commitment to Embrace and Celebrate our Uniqueness in Post-secondary Education as a small Student-centered University**). On a go-forward basis, these two directives will be the guardrails that allow us to futureproof the institution, as they are spurs to (conscientious) innovation. This plan will see Nipissing transform its teaching and learning, research, and community engagement driven by its commitment to students and the demands of the future.

The sustainability of the institution will be assured if and as we can work collectively, so the process of conversation across units will be an integral part of the actions outlined in this plan. Commitments being made in this document will not impede financial sustainability, in fact, they will help to ensure it. By way of caveat, legislative obligations, including Nipissing's Act of Establishment and its Collective Agreements, have precedence over any commitments herein. The goal of this work is to be a demonstrably inclusive community with robust enrolment and measurable impact.

We would like to thank all members of the community who took time to attend the engagement sessions and offer their feedback to inform our way forward; your commitment to the success of Nipissing University is evident in the generosity with which you engaged with us through the process. The process does not end with the plan, we look forward to everyone's engagement in the work that flows from these conversations and commitments.

Sincerely,

Ann-Barbara Graff,
Provost and Vice-President, Academic

Chery Sutton,
Vice-President, Finance and Administration (til June 30, 2024)

Renee Hacquard,
Assistant-Vice-President, Finance and Infrastructure (til June 30, 2024)
Vice-President, Finance and Administration (July 1, 2024-)

Must Haves:

When we set the APOP process in motion, we said that there would be concurrent processes to ensure that foundational work was underway. Intensive investments of time and resources are dedicated to the following initiatives, with the promise that they will be woven into APOP once we are able to set SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) goals for them:

1. Student Recruitment, Enrollment, Retention and Persistence
2. Indigenous Knowledge and Reconciliation
3. Equity, Diversity, Inclusion and Accessibility Plan
4. Procedural Integrity – establishing clear policies and processes to build trust/understanding, consistency, reproducibility, fairness and transparency.

We can report the following at this time:

1. Student Recruitment, Enrollment, Retention and Persistence
   The Registrar has worked assiduously over the 2023-24 academic year performing a SWOT analysis of our recruitment and enrolment data, systems, and structure. This work has culminated in Project Integrate, a plan to ensure that our data, systems and structures work together to promote a culture of welcome and support for prospective students.

   As we work to implement Project Integrate on recruitment and admissions, the Registrar, Deans, AVP Students, and the Director of Teaching and Learning are convening conversations to develop corresponding and sympathetic student support models to enhance retention and persistence.

   Action #1: Fully implement Project Integrate by June 30, 2025 so that we are able to establish systems whereby Nipissing University can measure recruitment trends by program, influence recruitment efforts in-year and secure conversion rates.

   Upon the implementation of Project Integrate, the APOP plan will include targets for enrollment by degree program and market (domestic by province, Indigenous by community, and international by country). Retention and Persistence targets will likewise be set by program by June 30, 2026.

2. Indigenous Knowledge and Reconciliation

The Strategic Plan, *Pathways*, highlighted Nipissing University's commitment to Reconciliation that is broadly shared across the institution. The community has invested a great deal of time and effort into setting the table for a forthcoming audit which will provide the necessary overview of what actions have been undertaken across the university and suggestions for new areas of activity.

Recognizing that there is an audit being undertaken, it is time to convene an academically-focused conversation on Reconciliation. Nipissing University has begun the work of Reconciliation under the stewardship of Dr. Cindy Peltier, Special Advisor to the President. And while all proposals for new faculty positions now must address the relationship of the position to the Truth and Reconciliation Calls to Action and/or Scarborough Charter, we recognize that much of the work in support of Reconciliation has been undertaken at the unit level. In order to be effective in supporting meaningful transformation, we need institutional-level coordination in order to be able to support, make legible and realize structural work.

Action #2: Convene a Provostial working group of internal and external members by September 1, 2024 committed to the development of an Indigenous Reconciliation Targeted Action Plan by June 30, 2025. The plan will look at

- processes for recognizing Indigenous identity in order to help draft an institutional policy;
- best practices at Indigenizing program learning outcomes as well as faculty and staff complements;
- best practices for supporting aspirations of local Indigenous communities by working in partnership;
- integrating the model of student support that has worked in Nipissing University's Office of Indigenous Initiatives to roll it out across other units.
- best practices for supporting student and staff recruitment efforts.

Action #3: Provide faculty and staff ongoing training on evolving best practices in support of the ongoing work of the Provost's Indigenous Reconciliation Targeted Action Plan Working Group.

Action #4: Support the work of the upcoming EDIA audit and prepare to address and implement the audit results through the Provost's Indigenous Reconciliation Targeted Action Plan Working Group.

3. Equity, Diversity, Inclusion and Accessibility and Anti-Racism Plan (EDIA-AR)

Nipissing University will undertake an audit of current EDIA practices. Nipissing University has begun this work under the stewardship of the Human Resources Department. However, until we have data (on a regularized and routine basis), it is very challenging to understand how effectively we are evolving to be an equitable, diverse, inclusive and accessible community. The Provincial Government has also recently introduced a requirement for a standalone university anti-hate policy.

The need for data is ongoing because the benchmarks advance with success; the work in support of EDIA-AR does not stop. In the short term, we will use the Global Diversity, Equity & Inclusion Benchmarks (GDEIB) as a guide for our activities and self-assessment as they have been proven to be helpful in Canadian PSE. We will need to coordinate which

approach we adopt with recommendations of the audit. But Human Resources cannot be charged with leading the academic conversation. It is time to convene an academically-focused conversation on EDIA-AR.

Action #5: Convene a Provostial working group of internal and external members by September 1, 2024 committed to the development of an EDIA-AR Action Plan focus on academic considerations, specifically curriculum development and program renewal by June 30, 2025.

Action #6: Provincial AODA legislation requires compliance by January 1, 2025. The Director of Teaching and Learning will lead a SWOT analysis of current for-credit systems and practises by December 1, 2024 in order to ascertain what will be necessary to be in compliance.

Action #7: Support the work of the upcoming audit and prepare to address and implement the audit results through the Provostial working group.

4. Procedural Integrity

Nipissing University has many processes (financial, academic, research, human resources) that have developed over time. Some processes have emerged to solve a problem in one office or unit, only to have a different office or unit create a different process. Many of our policies do not have a proposed cycle of review or renewal; many policies are not reviewed for their effectiveness. Without a clear system of policies and processes it is difficult to build trust and understanding of the various stakeholders and it is difficult to demonstrate consistency, reproducibility, fairness and transparency—all of which are not only desirable but necessary to build a culture of confidence and success at Nipissing University. As well, ensuring the clear roles for various bodies, especially Senate and Board of Governors, as we work to developing new programs and reporting back on investments in programs through new positions or program modifications, will improve the efficiency of our actions and build shared understanding and support. Planning and process documents will use SMART goals to ensure effective articulation and ensure that annual review is built into all processes and structures, with the intention of formalizing and demonstrating the feedback loops that are necessary to ensure that information circulates to the stakeholders in a timely and effective fashion.

Action #8: Nipissing will focus on good governance and will develop a policy of policies including template, review timelines, proliferation protocol, and a central repository of policies.

Action #9: Nipissing will develop and publish (internal to the community) process maps for all academic administrative processes to ensure consistency, reproducibility, fairness and transparency.

This Academic and Operational Plan is designed to be aspirational and set parameters to direct activities. There are a few practical milestones that must be met and, as an institution, we must strive to establish, meet and, where possible, exceed targets.

Academic Renewal and Curricular Reform

Pedagogy/Andragogy, Curricula and Programs

The academic courses and programs offered by Nipissing University reflect and define the ethos and identity of the school. They are markers of our history and of our future. Keeping the academic courses and programs lively, engaging, challenging and innovative requires the formal attention of Senate to challenge assumptions about the appropriateness of material, the relevance of approach, and the value to student learners. Future-proofing the institution means reflecting on current offerings, assumptions and practices, modalities of delivery and the inclusivity of our curricula as well as cultivating a keen understanding of new directions in post-secondary environments.

According to the UN, and here they are very much reflecting a shared understanding of the future of education and of work,

> Conceptual and strategic thinking, creativity, problem-solving, empathy, optimism, ethics, emotional intelligence and judgment are the future-proof skills and attributes that machines will not be able to replicate with the same standards and agility as qualified human beings. Deloitte forecasts that so-called **"**soft skill-intensive occupations" will account for two thirds of all jobs by 2030.[1]

Over the period of this APOP, the Deans with the support of the Director of Teaching and Learning will lead a review of pedagogy and andragogy as well as curricula and programs with the goal of ensuring that Nipissing is a leader in andragogical innovation; that curricula design aligns with and defines best practice as well as the requirements of the Provincially-mandated Institutional Quality Assurance Process (IQAP) among other recognized accreditation bodies that set pertinent standards; and that Nipissing's programs continue to evolve and reach students who will most benefit from our unique approach to university education. Importantly, recognizing that andragogy, curricula, and program offerings are the essential core of Nipissing's identity, brand, and future, we need to maximize our efforts to future-proof these core elements against the uncertainties in which we live.

The skills, competencies and attributes that all of our graduates will manifest on graduation (University-Level Student Learning Outcomes). These help to inform the review of any program and the courses within.

Each Nipissing University graduate possesses/fosters the following abilities and, therefore, can demonstrate the following interconnected institutional academic commitments/competencies:

	University Goal (Ability)	University-Level SLOs (Commitment) *Upon successful completion of any program…*
1	Analyze critically and	Graduates will…

[1] Gabriel Elkeiy, "Future-Proof Skills Can Help Balance Individual and Societal Progress," *UN Chronicle* 5 August 2022 https://www.un.org/en/un-chronicle/future-proof-skills-can-help-balance-individual-and-societal-progress.

	creatively	• engage in the examination of ideas, issues, and problems, drawing on and critiquing established bodies of knowledge and means of analysis. • organize information logically and consider alternative strategies, recognizing the need for multiple voices and will seek opportunities for those voices to be heard. • utilize divergent or lateral thinking to expand on ideas and create new ways of looking at a situation.
2	Use knowledge and skills proficiently	Graduates will… • demonstrate competence in the knowledge and skills specific to their area of study by productively applying their knowledge, skills and tools to a variety of situations.
3	Initiate inquiries and develop solutions to problems	Graduates will… • demonstrate a curiosity that results in inquiry by proposing questions that encourage deliberation, creative expression, and the formulation of solutions to problems, in theoretical, conceptual and applied fields. • evaluate the benefits and challenges of different solutions when proposing specific courses of action.
4	Communicate effectively	Graduates will… • communicate respectfully, by listening attentively, seeking clarification, and working to understand the points of view of others. • effectively present information using a variety of modes and media, adapting their method of presentation to suit specific audiences. • convey their intended message using a variety of oral, written, and visual strategies and a variety of media platforms to ensure accurate communication.

5	Pursue self-motivated and self-reflective learning	Graduates will… • initiate action and demonstrate confidence in the application of their knowledge and skills. • work independently and productively. • set personal and professional goals and establish a plan of action to attain those goals. • reflect on their growth and development and use reliable and practical strategies to learn from that reflection.
6	Engage in collaborative leadership and professional practices	Graduates will… • work cooperatively, cultivating and thriving in diversity, with diverse peoples. • demonstrate strong interpersonal skills. • demonstrate leadership skills by motivating, including, and supporting others. • seek opportunities to collaborate. • engage in professional dialogue and participate in learning communities.
7	Engage in ethical and respectful practices	Graduates will… • engage in activities ethically and equitably: they act with integrity and take responsibility for their actions. • engage in their work using ecologically sustainable practices.
8	Contribute locally, regionally, nationally and globally	Graduates will… • demonstrate they are socially just: they are prepared to participate in local, regional and global communities. • demonstrate knowledge of Anishinabek ontologies. • initiate change. • utilize their knowledge and skills to positively impact their community.

Pedagogy and Andragogy

Action #10: In order to respond to the needs of our students and to reflect best practices in PSE, under the leadership of the Director of Teaching and Learning, the following activities will be undertaken:

- Nipissing will review:
  - the modalities of delivery by program (face-to-face, blended, hybrid, hyflex and online courses, prepackaged, credit and non-credit offerings),
  - the approach to the delivery (synchronous, asynchronous, blended),
  - the and the timing of the delivery (upon registration with or without time limitations, sessional, semester based), and
  - the level of interaction model (correspondence, student/instructor, cohort)

  with the objective of discerning the most effective and appropriate modalities for curricula. This review will focus on proven practice, student success and accessibility (usability and access).
- Nipissing aspires to expand its andragogical models of delivery to include Indigenous land-based practices, site-specific and environmental interventions, as well as language-based practices to reflect contemporary and regional practices and conventions. We seek the guidance of best practice in each of these areas of delivery. In particular, we will convene a land-based pedagogy ad hoc working group to report by June 30, 2025 (Director T&L).
  - Nipissing University will have the premiere four-season outdoor classroom in Canada. We will form an ad hoc committee on outdoor teaching to focus exclusively on this facility to define the opportunities and models available to maximize the experience for faculty and students. Chair: Gyllian Phillips
- Nipissing will define and demonstrate how a commitment to experiential learning is reflected in curricula and degree architecture.
  - The George and Helen Vari Interprofessional Simulation Centre is the culmination of many efforts to provide high-fidelity immersive learning experiences that truly reflect the needs of the learners and the expected outcomes. The George and Helen Vari Simulation Centre combines experiential and interprofessional education. From high-fidelity mannequins that represent a broad spectrum of patient populations, to the simulated living spaces, to the immersive, virtual reality scenarios, our students will experience a level of hands-on learning that is unparalleled. Above all, these spaces and experiences allow for mistakes, growth, and mastery in a safe and supportive environment.
  - Initial use of this centre has been within Nursing. The opportunity to extend the use of the centre to apply simulation pedagogy to other programs needs to be captured and reflected in rich curricular options. We will form an ad hoc committee on simulation for instruction to focus on the sustainable development of curricula across degree programs. Chair: Laurie Peachey.
  - Work-Integrated Learning (WIL) provides students with intentionally designed experiences that integrate work experience with academic learning. This approach adds value to our students, faculty, and the communities we serve. We will form an ad hoc committee on WIL to examine best practices and its applicability to current and future programs. Chair: Denyse Lafrance Horning.
- Nipissing will review its academic integrity (AI) policies and protocols to support the confidence and competencies of students to be independent and original contributors to academic conversations. (an initial review of current policies and protocols is due to Senate's AQAPC in Fall 2024).
- Relatedly, Nipissing will continue to review its policies and protocols for the use of artificial intelligence technologies. The Director of Teaching and Learning will convene an ad hoc committee on the use of artificial intelligence technologies in our instructional settings, to report by April 30, 2025.

    - As a disruptive technology artificial intelligence policies and protocols requires a review of current legislation both nationally and internationally given that its use to date has not been founded within legislative boundaries.
    - Although recently the conversations have revolved around the delivery of information through a chat/search approach the use of AI encompasses a broad range of disciplines, often intrinsically, future policies and protocols should reflect this reality.
- The Teaching Hub in coordination with the Academic Skills team in Student Development Services will develop its expertise and identity to support students. The objective is to provide wrap around services that respond to the needs of all students defined by them as well as by instructors.
- The Teaching Hub in coordination with the Office of Graduate Studies will facilitate the training of graduate student teaching assistants.
- The Teaching Hub in coordination with the Administrative team will provide training to faculty and staff re financial management and administrative policy management.

Curricula and Programs
To support student learning that will not depend on accommodation (addressing individual exceptionality) but instead focus on inclusive approaches (e.g., universal design for learning [UDL] and culturally responsive pedagogy [CRP]), Nipissing University will align with best practices for higher education by reviewing program architecture comprising competencies and learning outcomes for each degree, program and course.

Action #11: The Teaching Hub will create supports and guidelines in terms of UDL and CRP that the institution can use as a unifying marker. And, over the first year of APOP, with the support of the Teaching Hub, each Faculty will review the current program outcomes to ensure assessment and architecture reinforce the program design.

Action: #12: Each Faculty will convene community advisory councils (at least) semi-annually that best suits its program mix. The Advisory Council acts as an advisory body to the respective unit/program, ensuring alignment with discipline/professional standards as well as labour market needs, program coherence, and continuous improvement through regular reviews of mission, admissions, curriculum, experiential education, and student feedback, while fostering partnerships to enhance educational and research quality. By December 15, 2024, the terms of reference and membership for each council will be developed, with the plan to populate the first councils by March 31, 2025.

Nipissing must develop new programs, refine current programs and repurpose resources in programs that are no longer appealing to students in order to respond to changing disciplines, conventions, ontologies, and practices at the graduate and undergraduate level. Over the period of the last academic plan, the IQAP Self-Study process was reformed. The 6-year self-study process will be bolstered by meaningful annual review. As a consequence, with this process in place, the following action is now possible for Nipissing to undertake an evidence-based review of current programs and faculty structure to ensure highest quality and relevance, with the aim of strengthening quality of our curricular offerings, addressing gaps, curriculum mapping, including program-based competencies, exploring new programmatic areas for instruction; outreach to non-traditional students and communications strategies. N.B. Recognizing the changing landscape for program approval in Ontario, the focus on futureproofing Nipissing University and in support of the strategic plan, the university has identified an opportunity that can be addressed throughout the year. To support the work that is, and will continue, to be undertaken across all disciplines, the Teaching Hub will assist in the process of mapping curriculum, will create a selection of supporting tools to promote equitable application, standards and approaches to enable the continued delivery of high-quality programs. The Teaching Hub will engage in these activities respecting the differences between disciplines, program

outcomes and the level of learning within undergraduate, graduate, doctoral and postdoctoral programs and activities.

At the graduate level, the preparation and ability to transfer skills for both PhD and non-academic careers (research, policy, government, etc.) is important to recognize. We acknowledge that research is a form of experiential learning, but internships/co-op/research exchanges (internationally) would also be helpful for graduate students: can we recognize these within our program structures?

We also know that student innovation and entrepreneurship are areas of opportunity for Nipissing; over the next three years we need to understand what the possibilities mean.

The goal of this concerted and ongoing review of program offerings is to enhance the uniqueness and appeal of our program offerings; increase retention and timeliness of degree completion; and foster and support innovation in program development in alignment with efforts at pedagogical and andragogical innovation.

Action #13: By March 31, 2025, establish baseline and benchmarks for program sustainability at the Faculty level, recognizing that there are factors that are unique to programs (like alignment with the Strategic Plan and service contribution beyond the major) and need to be taken into account in any assessment.

Action #14: By October 1, 2024, in consultation with the Deans, the Manager of Quality Assurance and Program Innovation will develop process maps for program innovation and new program development that respond to the Ministry requirements for market research, business plan, resource commitments from existing programs with clear templates setting out what is required and which office will provide it.

Action #15: By November 15, 2024, the Provost's Office will undertake a review of experiential learning opportunities, specifically co-op, practica, internship, placement in order to ensure that the policies and procedures for these programs provide the necessary protections to students and the institution. We will work to understand the implications (and limitations, if any) of the provincial ministry definition of experiential learning and a shared definition that works for Nipissing. As well, we will work with the offices currently supporting experiential opportunities to develop process maps and templates for co-ops, internships, experiential learning, and travel courses. We will review whether a shared administrative support office for co-ops, internships, exchanges, placements between EPS and A&S will allow knowledge to be shared and administrative efficiency to be achieved.

Nipissing University has developed a Nursing program that has gone from strength to strength. Enrollment in the program has consistently met its targets, a new simulation facility has been customized to meet the evolving needs of Nursing as well as interprofessional education, and new faculty are contributing to new areas of research and curriculum development. We recognize that Nursing is growing because of societal needs for more nurses; we also know that the potential for indefinite growth is unlikely. Instead, the focus of the School must be on future proofing the program so that changes in funding or interest do not substantially affect what we are able to offer.

Action #16: By December 2025, we will undertake innovative program renewal to distinguish Nipissing University's Nursing programs with the overarching goal that students ought to choose Nipissing to pursue their Nursing degree because they will benefit from a degree that prepares them not only for an active career in Nursing upon graduation, but also for specializations in Nursing (for example: northern, Indigenous, and rural health; mental health and addiction; geriatrics; public health) and careers in Nursing that fall outside the clinical setting (for example: nursing education; research, public health, public policy, and health administration). Our conversations about the future of Nursing

may include the implications of developing an accelerated pathway for completion of a BScN for qualified domestic and international candidates and a graduate program in Nursing that has both a research and professional focus. As we think about masters and doctoral programs here, the specific provincial definitions for 'professional' and 'applied' designations will need to be carefully considered with respect to the program structure and eligibility for scholarships.

Nipissing University has established its reputation as a leader in Education. Many of our students choose the concurrent option, recognizing the value of a preparatory BA or BSc and a BEd. We need to recognize that recruitment in some programs in Arts and Science is made fragile when teachables are not supported. In this past year, we have worked to improve the sharing of information between the Faculties. This must continue (there are no siloes). As well, we need to future proof the Schulich School of Education against the cyclical nature of enrollment patterns.

Action #17: By December 1, 2024, the Schulich School of Education will provide the Provost and Senate's AQAPC with a list of strategic priorities for the School, which includes: a) consideration of how emerging technologies enhance teaching and learning experiences (e.g. gamification, virtual reality, augmented reality, and artificial intelligence); b) global education, exchange, and cultural competence (i.e., the preparation of teachers to educate in a globalized world by focusing on cultural competence, global citizenship, and inclusive education practices); c) environmental literacy and the integration of environmental education across all subjects, ensuring that future teachers can impart the importance of sustainability to their students. These priorities will accompany and be situated in an analysis of an accelerated degree option (e.g. 12- or 16-months), include programming dedicated to support the qualification of international students, and in reflection of the current and prospective teachable subject areas in concert with the program initiatives in the Faculties of Education and Professional Studies and Arts and Science.

Nipissing University has developed student-centred Business Administration and Commerce programs with concentrations in accounting, entrepreneurship and innovation leadership, finance, human resources, international business, and marketing. While these foundational skills are essential, they must be complemented by the ability to adapt to rapidly evolving industries, disruptive technologies, and the complex challenges that lie ahead for the modern economy. To strengthen our reputation for progressive and forward-thinking business programs, the School of Business should prioritize the development of soft skills such as creativity, adaptability, ethical decision making, and critical thinking, which are essential in today's rapidly changing job market. Therefore, fostering interdisciplinary collaboration is vital. Integrating courses and programs with other departments at Nipissing, such as philosophy, ethics, nursing, education, physical and health education, etc., can provide students with diverse perspectives and a holistic understanding of the complex issues they will face in their careers. Such interdisciplinary efforts will equip graduates from inside and outside the School of Business with the ability to adapt, innovate, and lead in various sectors, including corporate, non-profit, and entrepreneurial ventures. By embracing these strategies, the School of Business can prepare its students to excel in a dynamic and uncertain future.

Action #18: By December 1, 2024, the School of Business will identify synergies with other departments and Faculties, with the goal of building and enhancing programs that foster interdisciplinary collaboration, integrate diverse perspectives, and equip students with the critical thinking, ethical reasoning, and adaptive skills necessary to thrive in a rapidly changing global economy.

Action #19: By April 1, 2025, the School of Business will provide the Provost and Senate's AQAPC with a list of strategic priorities for the School, which includes: a) consideration of how the BComm and

BBA degrees currently offered can be differentiated and reflect the ongoing needs of prospective students; b) global education, exchange, and cultural competence (i.e., the preparation of business graduates to contribute in a globalized world by focusing on cultural competence, global citizenship, and inclusive practices); c) environmental literacy and the integration of environmental considerations, ensuring that Nipissing graduates manifest the importance of sustainability to their careers; and d) the demonstrable integration of career and employability learning into all programs. These priorities will accompany and be situated in an analysis of degree options, including undergraduate, graduate, executive, and non-credit programming.

The current enrollment in STEM disciplines is declining year over year. This is counter to trends in post-secondary education across the province, country and globally.

Action #20: By June 1, 2025, the Registrar and Deans will review the barriers to recruitment in STEM disciplines at Nipissing in order that we can redress the barriers. Upon delivery of the review, the Provost will work with the Faculties to develop a plan for STEM-specific disciplines. The plan will then be imported into APOP with recruitment and retention targets for 2026, 2027 and 2028.

The Fine Arts program is currently in facilities that are not optimal. As the current program offerings are reviewed, there is an opportunity to reflect on how the physical plant will meet the needs of a flourishing renewed program that addresses the strategic and academic priorities of the University.

Action #21: By March 1, 2025, the Dean of Arts of Science in concert with the faculty in Fine Arts and Facilities Department will provide the Provost with a revised program curricula and facility plan.

Quality Assurance and Program Innovation

In response to a Provincial mandate, all Ontario universities have developed new Institutional Quality Assurance Procedures (IQAP). We know that the Province through the Ministry program approval process is expanding quality assurance to include labour market analysis and financial sustainability metrics. As an institution, we need to make use of annual and cumulative reviews like IQAP to inform program evaluation and investment. Senate, through its academic governance and oversight function, needs regular data in order to fulfill its role. The Deans in their capacity as senior administrators need to be able to evaluate the effectiveness of their investments, staffing decisions, marketing and communications, and student recruitment/enrollment/persistence.

In response to the requirement for procedural integrity, the Manager of Quality Assurance and Program Innovation in concert with the Deans will work with all academic units to produce process maps for related cyclical activities including program review, curriculum review, position requests, budgeting, course loading, scheduling, student registration, course cancellation, CASBU contracts being offered, workload adjustments, course cycling, and all of the other activities that are related to the annual planning the Dean's Offices, Registrar, and others have to do (see Action #9). This would allow us to negotiate them more easily, plan more effectively, but also work towards improving them in ways that are not obvious when they're siloed from each other. As well, the Manager of Quality Assurance and Program Innovation will collaborate with the Director Teaching and Learning to enable support for programs at an operational level. The Teaching Hub will be available to support the program and course review processes.

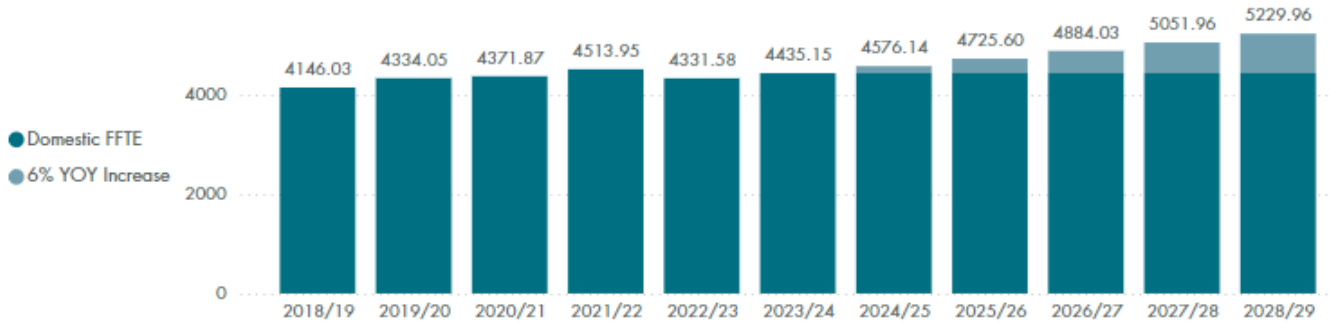
Recruitment, Enrolment, Persistence

Our goal is academic excellence that continuously evolves as a function of new and continuing (persistent) students who are drawn to Nipissing University by virtue of its reputation for excellence, the value-added features of its programs, and its innovative and challenging curriculum. Nipissing University, in this vision, is **accessible** to sufficient numbers of **satisfied** students who we **retain** and who become **successful** alumni.

Nipissing University has had modest domestic enrollment growth year-over-year, since the pandemic. Nipissing has set for itself growth of international students to 15% of the total student body by 2028. Nipissing does not have the financial capacity to absorb modest disruption to student enrollment in its programs. At its most simple level, independent of the need to diversify the cohorts of students who participate in Nipissing's programs as a requirement to renovate, innovate, and continuously improve our offerings and the reflectivity of our community, Nipissing's ongoing financial sustainability is dependent on secure enrollment.

Action #22: Over the course of APOP, the challenge will be to increase domestic enrolment 6% year-over-year (largely by increasing conversion led by the Registrar as detailed in *Project Integrate*).

Table (2018-19 to 2028-29 FFTE (actual and projected).



	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Domestic FFTE	4146.03	4334.05	4371.87	4513.95	4331.58	4435.15	4435.15	4435.15	4435.15	4435.15	4435.15
6% YOY Increase							141.00	290.46	448.88	616.81	794.82
Total	4146.03	4334.05	4371.87	4513.95	4331.58	4435.15	4576.14	4725.60	4884.03	5051.96	5229.96

Moving forward, Nipissing University requires ongoing careful attention, planning and strategy, from which to project and manage enrollment and persistence at the program/degree level. Nipissing University commits to a strategic enrollment management (SEM) plan and a recognition that recruitment, enrollment and persistence are meaningfully measurable, distinct, and, most importantly, shared responsibilities of all members of the Nipissing community.

Action #23: To ensure that recruitment aligns with strategic and academic priorities, effective September 1, 2024, SEM will move to the Provost's Office in order that budget and recruitment targets will be communicated such that recruitment and persistence are reported as a shared responsibility where everyone, across portfolios, takes ownership and responsibility for the goal.

Analysis of NU's recruiting effectiveness has revealed that we can improve conversion rates, time to offer and penetration in the local area market (300 km). Led by the Registrar, we have developed a new Strategic Recruitment Plan, Project Integrate, which provides a blueprint for measurable and achievable success focusing on digital infrastructure and supports, marketing and communication, and removing silos between units to ensure that we adopt a student-centred approach on recruitment and enrollment.

Action #24: At this time, Project Integrate focuses on undergraduate enrolment; the Associate Dean, Graduate Studies will lead the development a graduate focused recruitment plan by February 1, 2025.

Nipissing commits to a comprehensive strategic review of data systems and analysis in which we will

- Establish appropriate data governance, data warehouse, and business intelligence tools to support data- driven decision-making.
- Capture, store, analyze, and report on data in a streamlined, transparent, and consistent fashion.
- Deploy a centralized, student CRM system to foster data driven collaboration campus-wide to enhance recruitment, enrollment, and student success.
- Enact policies and procedures that enable timely review and reinforce student-centered technologies and ensure campus-wide adoption and compliance

Action #25: The Registrar, AVP Students and Deans will develop a complementary plan on retention and persistence by June 2025.

Student Services: The Way to Yes

The optimism and opportunity we referenced in our Executive Summary is most present as we reflect on the transformation that is possible when we are guided by “the way to yes” in support of students. Through APOP, we want to move away from a top-down, bureaucratic system of policies and procedures that have been disconnected from the uniqueness of each student’s journey.

Action #26: By March 1, 2025, the AVP Students will convene an ad hoc working group to focus on retention from a student-centred focus. To work towards a wraparound support service, the working group will review proactive and automated student alert systems

- Based on term grades
- Based on in-course grades: if it could be required that some pre-determined percentage (25%) needs to be recorded in a standardized way that SDS could access/receive alerts from then we could better assist students before they actually fail the entire course

- Incorporation of flags for milestones at the graduate level, e.g., committee established proposal approved, lack of progress report submission
- Incorporation of other, non-academic, alert sources e.g. finance, conduct from residence, RSD participation drop off (potentially signaling disengagement from the community), etc.

Action #27: By November 1, 2024, the AVP Students will lead conversations towards a seamless student service experience

- reduce barriers and onerous burdens such as excessive paperwork, difficulties communicating between services, and others
- 'no wrong door' approach: regardless of where a student presents with a problem (in services or an academic space) they should be met with compassion and assistance in connection to the appropriate resource. This would involve development of a new process/procedure for triage of students as well as all staff and faculty with direct student contact to have a level of confidence in their knowledge of that process.

Action #28: By April 1, 2025, the AVP Students and Registrar will review current processes, procedures and policies, to determine where more direct support to students in academic processes is possible, for instance,

- Procedural inclusion of student services in academic processes such as appeals, academic dishonesty, and others
- Greater partnership between student services and academic/faculty offices: more communication, regular discussions about trends, needs, gaps, successes, etc.
- Supporting ALL students to **their own** definition of success, not just at-risk students but also the mid-performing and high-performing students.

Action #29: The AVP Students, in collaboration with the Director of Student Wellness, will evaluate sector specific standardized frameworks for student mental health. An informed recommendation will be provided by June 30, 2025 to identify a suggested framework that meets the unique needs of the institution, satisfies Ministry expectations, and reflects the values and commitments of the Nipissing University Strategic Plan. Following the adoption of a recommendation, a mental health strategy will need to be drafted by an ad hoc working group. Once adopted it will be integrated into APOP with measurable outcomes.

Action #30: By October 1, 2025, the AVP Students will collaborate with the Manager of Quality Assurance and Program Innovation to develop a standard approach to student service evaluation and quality assurance. This will become the template for the QA evaluation for non-academic functional areas.

First Year Experience

As we think intentionally about persistence post-COVID, we need to do the following:

- excite students about learning and the value of university education from the beginning and introduce them to the multitude ways of thinking, and

- allow students to develop of a cohort of peers as a source of community and strength (possibly through common academic/social experience)
- develop/introduce foundational university skills: research/curiosity, academic integrity, communication, etc.
- provide an inclusive and welcoming physical and virtual learning environment that focuses on the student experience and fosters well-being and a culture of belonging.
- attract students to programs that they may be unfamiliar with.

Nipissing has reviewed already ACAD courses as part of the foundational offerings. There has been a relationship noted between INTD and persistence.

Action #31: By April 30, 2025, the Dean of Arts and Science will prepare a comprehensive analysis and proposal for a distinctive First Year Experience, especially for A & S students, if necessary.

Record of Student Development

Nipissing University has a Record of Student Development system. Are we using it effectively? How can we use it better to support students on their learning journey, especially as we want to recognize the transformative power of experiential learning.

Action #32: By November 2024, with the goal of reconsidering how we use the RSD, the AVP Students will provide a report to Senate's Teaching and Learning Committee on how many RSD are issued annually; how many students receive RSD; and whether a diversity of students and programs represented. For instance, the RDS could offer undergraduate and graduate students badges of recognition for completing/attending certain unique learning opportunities to align with the Strategic Plan +:

- TRC – Indigenous history and culture
- Language – bilingualism
- Civic Responsibility – "Write for Rights"
- Climate Justice
- Anti-Black Racism

Research

The pursuit, dissemination and mobilization of new knowledge are the hallmarks of a robust university experience. The UN Sustainability Goals, the Horizons Europe Priorities, the Tri-Agency Future Challenges Areas all point to the need for novel research to respond to real-world problems that require expertise across disciplines. As a primarily undergraduate institution, Nipissing University is committed to sharing the passion and possibilities of research with its undergraduate students and to supporting faculty and graduate students in transformative research.

Nipissing is eligible for funding under all three national granting councils. Nipissing faculty have had research success through the tri-agency (SSHRC, CIHR, NSERC), as well as through CFI and MITACs, among other peer reviewed funding bodies. CRC and CERC chairs are awarded based on tri-agency research success; as well, Research Support Fund (RSF) funding is based on a three-year average of tri-agency success in select competitions. The value of the RSF determines whether Nipissing can access additional funding to support new projects (IPG) and to support compliance with new research funding mandates (Research Security, Research Data Management).

In 2024-25, we will be searching for 4 new Canada Research Chairs (CRC). The allocation of those chairs will align with the strategic research priorities defined in the Strategic Research Plan, 2024-28 (SRP).

Action #33: In Fall 2024, the AVPRIGS will lead a consultation to finalize the SRP. The SRP will define research priorities that align with the University's Strategic Plan, *Pathways*. The SRP will use SMART goals and set metrics for measuring the effectiveness of support provided to faculty, especially early career, mid-career, and post-award. The SRP will include a plan for mentorship and professional development opportunities for early and mid-career researchers as well as an action plan and associated processes that prioritizes an equitable, diverse, inclusive, and accessible research culture.

Action #34: Given the recognized need for faculty support, by September 1, 2024, the University will review the historical allocation of the RSF and reallocate a portion beyond grant management and research office staffing to support faculty research success through grant writing, research data management, research security, and EDI priorities.

TABLE 1: Research Support Fund Awards and Projected Targets (**Note:** 2025-2028 are target amounts**)**

Year	RSF ($)
2017	$413,337
2018	$426,241
2019	$475,203
2020	$508,493
2021	$526,191
2022	$515,759
2023	$508,483
2024	$468,702 (confirmed)
2025	*$492,137*
2026	*$526,586*
2027	*$573,979*

2028	*$614,158*

Action #35: In recognition of the importance of the research and the value Nipissing places on the RSF to support and seed future research, the target over the next five years is to increase tri-agency research funding by 30% (2024 allocation $470K, 2028 projected $615K allocation).

Action #36: By January 2025, the Office of Research Services with support from Institutional Planning will develop a research dashboard to track research funding metrics to make research metrics more visible, inform strategies for increasing the RSF and overall research revenue, and facilitate communications about the impact of research.

Action #37: By October 2024, the AVPRIGS with the Deans will work in concert with Senate's Research Committee to review and update the existing research labs, centres and institutes policy and provide a cycle of review.

Action #38: By March 2025, the Office of Research, Innovation, and Graduate Studies will map policies and processes to ensure compliance with tri-agency policies, clarity of forms, and clearly communicated processes that facilitate continued grant success.

Action #39: By September 2024, in concert with the Marketing and Communications Office, the Office of Research Services will develop enhanced research communications strategy to celebrate and promote the diversity of faculty and student research and its impacts to both internal and external communities.

Action #40: The AVPRIGS in collaboration with the Director, External Relations and Government and Foundations Relations Officer will work to diversify supports for research by engaging with foundations, donors, industry and other potential research funders and partners. Ongoing (annual targets will be defined by July 1, 2025).

Action #41: Ongoing, and in concert with Indigenous Reconciliation Working Group and the SRP, the Office of Reserach, Innovation, and Graduate Studies will engage with researchers and Indigenous communities to develop pathways and supports for research conducted by and with Indigenous communities. This engagement includes addressing iterative ICEP process and REB feedback loop, professional development and skills related to Indigenous data sovereignty such as OCAP training, community engagement and working in relationship, review committees knowledgeable with understanding to evaluate/review proposals.

Action #42: Ongoing (annual targets will be defined in SRP). Establish research processes that support and encourage collaborative research with diverse partners (inter-university, inter-disciplinary, industry partnered, community partnered).

Indigenization and Decolonization

We commit to the following measurable goals for decolonialization and respond to the Reconciliation with Indigenous communities and partners:

a) Develop meaningful partnerships between local First Nations, Inuit and Métis communities in order to incorporate local and Indigenous knowledge and values into each degree program and curriculum

Nipissing will build and strengthen a culture of opportunity and belonging across all aspects of the community. We pledge to develop and maintain productive relationships with Indigenous partners who do not always perceive PSE as a safe and welcoming space.

Nipissing will create a culture of opportunity and belonging for cohorts of students that we recognize to be most vulnerable, including first-year students and international students whose initial experience of Nipissing will sometimes determine their sense of affinity for the community.

Action #43: Through the Indigenous Reconciliation Targeted Action Plan and the establishment of an Indigenous academic advisory council, we will define how we will achieve the three commitments presented in the Strategic Plan.

Indigenization, decolonization, and Reconciliation has started in an ad hoc manner. Nipissing has also embedded EDI best practices in hiring and, with APOP, begun to focus on program renewal; however, we need more guidance on how this can be done in an effective and respectful way that builds on successes. There are many faculty members that do this well that could provide mentorship for other faculty members. We need to establish ongoing, high quality professional development opportunities for faculty and staff. The addition of peer review and mentoring could be part of this action as well as overall in teaching practices.

Action #44: Nipissing University will explore various professional development opportunities including professional development days (workshops) committed to Indigenous Reconciliation and EDIA-AR with a focus on academic programming for faculty and staff to support ongoing learning and community development.

Internationalization and Globalization

The University has set a target of 15% international students and the complementary desire to internationalize the experience of domestic students through exchange as well as curricular and research partnerships.

Action #45: All degree programs will review the opportunity to establish international partnerships and exchanges, with the goal of 3 MOUs and 10 exchanges per year. We commit to reviewing these targets annually.

Climate Citizenship and Environmental Protection

Environment as a Priority Area of Action

Through the Strategic Planning consultation, Environment was defined as a Priority Area of Action. While there are curricular examples and research activities ongoing on water and land, the commitment to Environment exceeds these categories. Certainly, we understand that environmental sustainability is part of this priority, but over the course of this APOP we need to move from a statement of general concern to a plan of measurable action.

We envision the development of an Environmental Sustainability Plan that will assist with achieving the pathways under the commitment of nurturing our relationship with Water, Land, and Place. The Sustainability Action Plan will be developed by a committee co-led by the Director, Facilities and a faculty member. The committee will have representation from various groups (Academic, Student, Support staff, Indigenous, and the external community with whom we share our natural bounty). The committee will be tasked with developing terms of reference within by March 1, 2025. A call for membership will be circulated by October 1, 2024.

Some of the work to be done includes:

- Reviewing existing policies and recommend updates
- Reviewing/discussing sustainability initiatives currently being done by Canadore that can easily be adopted and communicated to the Nipissing community
- Recommending new policies that assist with addressing environmental sustainability
- Reviewing current outdoor spaces that are used for educational experiences
- Creating an annual report reporting on the work done by this committee

Action #46: Develop an Environmental Sustainability Plan that speaks to academic priorities, energy usage, material consumption with the goals of:

- Improving environmental protection efforts and revitalizing outdoor spaces.
- developing a campus master plan that aligns with the environmental sustainability plan.

It has been suggested through this consultation that, while we are hosted on a beautiful campus and are in close proximity to waterways and natural resources that have been stewarded by First Peoples from time immemorial. How do we establish reciprocal relationships to support our join efforts to understand and preserve the health of these systems? Can these relationships support training and research opportunities for undergraduate and graduate students at Nipissing? We have the technological capacity (boats, buoys, and other equipment) to support the monitoring of local lakes by First Nations communities; these physical resources need to be understood to be a benefit when used in support of collaborative relationships with the local stewards. The ability to work in concern with

First Nations on issues of water science could attract students to Nipissing and raise our local and regional profile. If this is our ambition, we need a proposal to focus efforts to achieve this goal.

Workplace Culture

We believe that creating a thriving workplace culture will be paramount to the success of Nipissing University and be built on the pillars of inclusivity, collaboration, and continuous improvement. We will foster an environment where every employee feels valued and empowered to contribute their unique perspectives and talents. Open communication and mutual respect are cornerstones of our daily interactions, ensuring a positive and supportive atmosphere. We are committed to professional development and recognize the importance of work-life balance in maintaining high employee morale and productivity. By investing in our people and promoting a culture of innovation and excellence, we aim to attract and retain top talent.

During the past year, we have engaged in a number of activities for the purpose of enhancing our workplace culture. For example, we have held monthly meetings between Human Resources and Departmental Supervisors to ensure consistency in the application of Collective Agreements and employment related policies and issue resolution, and provide opportunities for professional development. We have also created a Wellness section on our website that outlines and includes the newly developed Ergonomic Prevention Program and outlines current wellness initiatives. The Pension & Benefits Advisory Committee continues to review group benefits and reviews what is offered to respond to employee needs.

Over the next few years, we will engage in the following for the purpose of enhancing our workplace culture:

Action #47: Creation of a Wellness Strategy by August 2025.

Nipissing University is committed to supporting the well-being of all staff and faculty. We understand the challenge of maintaining a positive and healthy balance between personal and work life. As a result, we currently provide a range of supportive resources, information, and assistance to all employees to support work-life balance.

Expansion of the current initiatives will include consideration of the principles in the Okanagan Charter, extend current wellness initiatives, which will include feedback received from employees and culturally appropriate activities. This strategy will also outline new ways to recognize employees.

A plan for the 2024-2025 fiscal year is currently being developed, and feedback will be requested with each initiative undertaken in the plan. The feedback will be used to modify the following fiscal year's plan.

Action #48: Development of an Employee Engagement Plan

We are committed to fostering a culture where employees feel valued, empowered, and connected to our mission. The Human Resources Department will investigate an appropriate way to develop and conduct employee engagement surveys to collect baseline data on employee attitudes, morale and communication preferences. This information will be utilized to inform future engagement and retention efforts. Our engagement initiatives will include regular feedback loops, team-building activities, and opportunities for career growth. Through these efforts, we anticipate not only enhanced employee satisfaction and retention but also significant contributions to our overall success.

The Human Resources department will develop a plan by January 2025.

Welcome & Belonging, Commitment to Diversity

Our commitment to diversity is a fundamental aspect of our Academic and Operational Plans. We believe that a diverse workforce drives innovation, enhances decision-making, and reflects the communities we serve. We are dedicated to creating an inclusive environment where individuals of all backgrounds, experiences, and perspectives are welcomed and valued. Our recruitment, retention, and development practices are designed to ensure equal opportunities for all, and we actively promote policies that foster diversity at all levels of the organization. By embracing and celebrating differences, we not only build a stronger, more adaptable team but also better serve our diverse community and drive sustainable growth.

For the past year, we have engaged in the following activities for the purpose of continuing our commitment to equity, diversity and inclusion:

Creation of the Equity Action Planning Task Force (EAPT)

From the recently completed Terms of Reference, the Task Force is focused on promoting and upholding the principles of equity, diversity, and inclusion within the university. Committee members are dedicated to fostering an inclusive and respectful environment where diversity is valued, recognizing its importance for excellence, and ensuring a safe and supportive atmosphere while sharing the responsibility of creating an equitable community. The EAPT will focus on identifying structural inequities, including but not limited to the protected grounds as identified in the Ontario Human Rights Code (OHRC). These complex intersectionality's underscore the importance of valuing individual contributions from diverse members of our community.

The EAPT recently finalized a Request for Proposals for the completion of an Equity Audit at Nipissing University. We anticipate the audit work will begin in the fall of 2024 (see Action #7).

Various regular communications are sent to all employees outlining current activities/initiatives on campus, training opportunities, and highlighting educational tools/resources available through the University's partnership with the Canadian Centre for Diversity and Inclusion.

Nipissing University signed the Scarborough Charter on Anti-Black Racism and Black Inclusion in **2022** and is a member of the Inter-Institutional Forum and has participated in the National Dialogues and Action hosted by the University of Toronto. Nipissing's President has been attending the annual meetings. (Nipissing University is currently working on a report to outline the progress made since signing the Charter.)

Nipissing University has adopted The Canada Research Chair Program (CRCP) incorporated equity, diversity, and inclusion practices within the program that institutions must comply with in order to be part of the program and to continue to receive funding. These requirements and practices are provided in a guideline and include collecting self-identification data, target setting methodologies, public accountability and transparency webpages and data. We have internal policies that have been amended to guide our decision-making process, and we also follow the recruitment, selection, and retention document provided by the CRCP.

Training - Various EDIA-AR training has been delivered (Unconscious Bias and Discrimination in Hiring, Respectful Workplace and Learning Environments, for example) across the University with more specific offerings being investigated to be offered to leadership, supervisors, and expanded to all employees.

Accessibility: Work was done to ensure continued compliance with the Accessibility for Ontarians with Disabilities Act, 2005, Ontario, which has included a final version of a new Service Animal on Campus policy, information regarding closed captioning resources. Work continued with the Nipissing University Accessibility Advisory Committee (NUAAC) which provides leadership and resources to promote and foster a barrier free campus for students, faculty, employees, visitors, and volunteers. The Chair of the Committee is responsible for completing the bi-annual report for the Ministry and keeps Nipissing University accessibility policies up to date which includes the Multi-Year Accessibility Policy, and others.

Over the next few years, we will engage in the following for the purpose of enhancing our equity, diversity and inclusion efforts.

Action #49: Implement the Recommendations from the Equity, Diversity and Inclusion Audit.

Upon completion of the Audit and the President's acceptance of the Audit's recommendation for action, the EAPT shall initiate the transfer of responsibility for the Action Plan to the group(s) responsible for the implementation.

Action #50: Develop processes to affirm Indigenous identity and establish clear processes

With the assistance of NUICE and in conjunction with the Provost's Indigenous Reconciliation Targeted Action Plan (Action #2), we will develop a robust process to confirm Indigenous identity requires a respectful, transparent, and culturally sensitive approach. This process should aim to honor the traditions and protocols of Indigenous communities while ensuring the integrity of the verification. (we will need assistance of NUICE to affirm a good process)

Action #51: Creation of an Equity, Diversity and Inclusion Action Plan as required under the Canada Research Chair Program

Under the leadership of the AVPRIGS, and as part of the Strategic Research Plan consultation, we will develop and implement an institutional equity, diversity and inclusion (EDI) action plan. This plan will guide institutional efforts for identifying and addressing systemic barriers to sustain the participation of and/or address the underrepresentation of individuals from the four designated groups (women, Indigenous Peoples, persons with disabilities and members of visible minorities) among their Chair allocations.

Action #52: The VP, Finance and Administration, in conjunction with the AVPHR & EDI will review possible changes to the current University structure that would be beneficial to better promote EDIA-AR initiatives.

By December 1, 2025, the VP Finance & Administration and AVPHR & EDI will review the possibility of creating an independent Equity, Diversity, and Inclusion unit within the organization, dedicated to promoting equity, diversity, and inclusion (EDIA-AR) across all levels of the University. Its primary objectives will be to eliminate bias, foster an inclusive culture, ensure equal opportunities, and support marginalized groups within the organization, to cultivate a diverse, equitable, and inclusive environment where all employees feel valued, respected, and empowered to contribute to their fullest potential.

Staff & Faculty Recruitment

Effective recruitment strategies are critical to our success. We prioritize diversity and inclusivity in our hiring practices to foster a rich, dynamic workforce. We emphasize a positive workplace culture by promoting work-life balance, offering wellness programs, and recognizing employee achievements. By investing in our employees' growth and well-being, we aim to reduce turnover, boost job satisfaction, and create a committed, high-performing team that drives our business forward.

For the past year, we have engaged in the following activities for the purpose of supporting our recruitment efforts:

'Bias and Discrimination in Hiring' training has been delivered to all academic hiring committees and to the University Management Group with intention of expanding to all hiring committees.

Nipissing University has adopted many of the Canada Research Chair Program's (CRCP) related to Recruitment - Equity, Diversity, and Inclusion: Best Practices Guide for Recruitment, Hiring and Retention for all faculty hires.

Action #53: Develop a broad Employee Recruitment Strategy

The Human Resources Department, in conjunction with the Executive Team, will review our current recruitment and retention efforts while considering current best practices that will adhere to our collective agreements and any related legislation. This strategy will focus on attracting candidates who possess the required skills and experience as well as alignment with Nipissing's values and culture.

Action #54: Create a more vigorous onboarding program

Create a more consistent program that ensures all new hires seamlessly integrate into our University culture and become productive members of the community swiftly. By fostering a supportive and inclusive environment from day one, our onboarding program aims to enhance job satisfaction, accelerate ramp-up time, and lay a strong foundation for long-term success within our organization.

The Human Resources department will develop a draft program to be shared with the University Management Group for feedback by December 2024.

The onboarding program will include various components for various levels of work. All onboarding information will be available on the website. Topics will include:

- 'Who/what is Nipissing University'
- Governance structure
- Organizational structure
- List of departments
- Tours

Action #55: By December *1, 2024, a*dopt the principles outlined in the Canada Research Chair Program's (CRCP) related to Recruitment - Equity, Diversity and Inclusion: Best Practices Guide for Recruitment, Hiring and Retention into all recruitment efforts.

Talent Development

Talent development is a cornerstone strategy, aimed at fostering a culture of continuous growth and excellence. We are committed to providing our employees with comprehensive development programs that include ongoing training, mentorship, and leadership development opportunities. Our approach will be tailored to meet the diverse needs and career aspirations of our employees, ensuring they have the skills and knowledge necessary to excel in their roles and advance within the University. By offering a blend of formal education, hands-on experiences, and access to industry thought leaders, we empower our employees to reach their full potential. This investment will not only enhance individual performance, improve employee retention but also drive innovation.

We have created and begun the implementation of an Annual Performance and Development process for all Administrators and Support Staff which will continue to be rolled out over the next year. This process provides managers and employees the opportunity to discuss performance, goals, development and expectations to contribute and align with the University's goals. This process also requires establishing what activities and outputs are desired, observing whether they occur, and providing feedback to assist employees in meeting work and goal expectations. While providing feedback, managers and employees may also identify performance issues and development opportunities while establishing ways to resolve issues and achieve development goals. This process will be maintained on at least an annual basis.

Action #56: Develop a campus wide Employee Training Plan/Program:

- To increase opportunities for staff and faculty professional and leadership development and will empower employees to strengthen and/or acquire skills and abilities.
- Include appropriate leadership training that will enhance and support our workplace culture
- To promote widely learning, development and a growth mindset
- Ensure continued legal compliance
- Assist in succession planning for certain positions

Action #57: Teaching Hub – Faculty Professional Development

Nipissing University expects that faculty remain current on a variety of topics that inform academic relationships and teaching experiences. For instance, there is a lot of research and information about best practices for recognizing students that are at-risk, for ensuring your class is understood and experienced as a safe space (especially so that you can have free ranging conversations); for meeting the commitments under the TRC and Scarborough Charter.

We commit to rolling out a professional development curricula through the Teaching Hub to meet the ongoing needs of faculty.

Action #58: Academic Leadership

Academic administration is an essential element of a successful University. It is unreasonable to assume that academic colleagues can move in and out of administrative roles without sufficient support and preparation.

We commit to providing regular training in the following areas: finance and budget, administering Collective Agreements, managing in diversity, governance training for Senate and Board and UMG onboarding.

Financial Stability & Sustainability

Financial Stability & Sustainability are integral to the overall mission and vision of Nipissing University. It ensures the provision of high-quality education, supports research and innovation, facilitates long-term planning, and enables the institution to fulfill its societal responsibilities effectively. Nipissing University must be financially stable in the short-term, to build a sustainable financial model for the long-term.

Financial Sustainability focuses on our long-term ability to maintain operations and fulfill our commitments without compromising future financial health. This involves:

- Generating sufficient revenues through diverse income streams such as tuition, grants, donations, endowments, sponsorship etc.
- Managing expenses effectively by controlling costs, improving operational efficiencies, and making strategic investments
- Planning for the future by setting long-term goals, investing in growth opportunities, and adapting to changes

Financial Stability focuses on the current and short-term ability of Nipissing University to meet its financial obligations and maintain operations. This involves:

- Setting specific annual targets on the replenishment of spendable reserves
- Continuing to have surplus and/or balanced budgets

Action #59: Develop internal financial metrics including annual targets on replenishment of spendable reserves by March 31, 2025.

In setting annual targets for reserves, it is crucial to balance financial stability with growth aspirations. Our primary objective is to establish a robust reserve fund that can safeguard the University against unexpected consequences of environmental factors, while supporting strategic investments and operational needs. We will regularly review and adjust targets to reflect changes in the environment. By maintaining a disciplined approach to reserve management, we aim to enhance our financial resilience and sustain our growth trajectory.

Metrics will be communicated to the Audit & Finance committee and will be part of the workplan to be reviewed regularly.

Action #60: Document our budget process including how the budget is developed, reviewed and approved starting November 2024.

Documenting the budget process is essential for ensuring transparency, accountability, and strategic alignment within our organization. Through documenting and sharing the process not only facilitates informed decision-making but also fosters a culture of financial discipline and strategic foresight across the organization.

The process document will be presented to Audit & Finance committee as part of its regular budgeting process.

Action #61: Develop financial literacy resources (i.e., web page, training,workshops) to assist University community in understanding Nipissing University financials by September 2025.

Financial literacy is the ability to understand and effectively use various financial skills, including financial management, budgeting, and resource allocation decisions. This resource will be developed and shared with the University community.

Action #62: Continue development of long-term alternative revenue strategies.

Developing alternative revenue strategies is essential due to increasing financial pressures. Traditional sources of revenues such as tuition fees and government funding are becoming less reliable and insufficient to meet growing operational demands. Diversifying revenue streams will assist with financial sustainability. This includes developing profitability strategies for each ancillary service, extended learning, as well as alternative revenues for athletics and other non-academic activities.

The first step will be to document our existing alternative revenue strategies. Ongoing work will include refining and updating as more information becomes available (e.g.,: work being done by other Institutions within Ontario and across Canada).

Action #63: For April 2026, develop a comprehensive picture of the financial contributions of each academic (Action #13) and non-academic area to assist in making future investment decisions to fulfill the requirements mandated by the Auditor General's Office.

Incorporating this work will provide the University with additional data, enabling more informed decision-making. This work will be done by the Office of Institutional Planning & the Finance Department, in collaboration with the University Management Group.

Action #64: Create an operational review plan and consider engaging external consultants (ongoing).

An operational review plan is a thorough evaluation of current operations, identifying areas for improvement, and implementing actionable recommendations. The goal is to streamline workflows, reduce costs, and improve overall performance and align with Action #30.

Action #65: For April 2026, develop an IT strategic plan, and investment plan with the goal of understanding what resources are required, and when.

We recognize that investment in IT infrastructure has been limited over the last few years. The goal of the plan includes optimizing IT infrastructure, and enhancing overall operational efficiency. Having a clear vision for future needs will assist with financial planning.

Action #66: By December 31, 2025, conduct an Enterprise Risk Management (ERM) process

Conducting Enterprise Risk Management process is essential for proactively identifying, assessing, and mitigating risks that could impact the University's objectives. The ERM process helps ensure that potential threats are addressed systematically and that opportunities are leveraged effectively.

Communications & Brand Identity

Communications

Effective communication will play an important role in Nipissing's ability to fulfill its strategic commitments by helping to build trust, align goals, and foster collaboration across the institution.

Throughout the engagement sessions, we heard that effective, two-way communication helps our community feel informed, connected, and contributes to a sense of belonging. We also heard that celebrating the successes of students, staff, and faculty, both internally and externally, is key to improving employee morale and in building our profile and reputation.

While bicameral governance and hierarchical organizational structures can often reinforce silos and impede collaboration, communication serves as a conduit for conveying strategic initiatives, managing resources efficiently, and cultivating a shared sense of purpose. By prioritizing open dialogue and leveraging various communication channels, Nipissing can not only navigate challenges more collaboratively and effectively, but also capitalize on opportunities for growth and innovation.

Action #67: Develop and implement a Strategic Communications Plan for both internal and external audiences with the goals of:

- Building a culture of trust through open, transparent, two-way communication among University leadership, staff, and faculty
- Fostering a sense of community, pride, and shared purpose among students, faculty and staff through the sharing of stories, successes, and information related to the University's goals and priorities
- Ensuring all staff and faculty members have the knowledge and information they need to serve as proud ambassadors for Nipissing
- Raising Nipissing's profile and reputation locally, nationally and internationally

A draft Internal Communications Plan has already been developed, with elements of the plan set for implementation at the start of the Fall 2024 academic year.

Articulating Our Identity

Through the strategic planning and APOP engagement processes, we gained a clearer understanding of who we are, what makes us unique, and what is most important to our community. Reimagining our brand to be more reflective of our identity will be key to reinforcing our purpose and growing our reputation. The following unique elements that form our identity need to be consistently and authentically captured throughout our brand:

- Our small size, northern locale, and student-centred approach to all we do
- Our treaty relationships and responsibilities to Truth and Reconciliation
- Our unique relationship to water, land and place
- A culture of harmony and care
- Strategic, innovative growth and development
- Sustainability

Action #68: By September 2025, identify the best way to move forward with a brand audit.

The brand audit will identify the extent to which our identity is authentically reflected throughout our brand as well as measure the strengths and weaknesses of our brand, and its performance relative to other brands in the market.

Action #69: Upon completion of the brand audit, we will develop and implement recommendations for reimagining our brand and build a five-year marketing and communications strategy to grow and build pride in our identity among both the campus and broader communities.

Community & Partnership Engagement

As a northern institution, Nipissing's success is intricately linked with its surrounding communities, serving as an academic, cultural, and economic hub for the region.

Effective community engagement not only enhances Nipissing's reputation, but also enriches the educational experience for students, and work environment for faculty and staff. By forging partnerships with local businesses, government, non-profit organizations, and community members, Nipissing can leverage resources, promote innovation, and help address societal challenges in a collaborative way. With the University situated on the territory of Nipissing First Nation and on the lands within the Robinson-Huron Treaty of 1850, the importance of building and sustaining reciprocal relationships with Indigenous communities cannot be overstated.

Establishing a robust community relations strategy will contribute to recruitment efforts, alumni engagement, fundraising endeavours, Reconciliation, and overall institutional sustainability. Therefore, engaging in community relations is not just a strategic imperative, but a fundamental commitment to the advancement of the University, and the communities it serves.

Action #70: Develop a comprehensive Community Relations Strategy, leveraging the Community Relations Committee of the Board of Governors, with the goals of:

- Building and strengthening relationships and understanding between the university and the communities it serves
- Identifying, developing and nurturing meaningful partnerships that advance the University's strategic commitments
- Engaging with community leaders to identify and resolve issues of concern to the community
- Promoting Nipissing as a valuable resource in the community
- Cultivating strong relationships with all levels of government to advance the University's mission and strategic commitments
- Facilitating access to Nipissing's people, knowledge and resources
- Deepening our commitment to Reconciliation

Strategically advancing donor, alumni, and partnership relationships to cultivate pride, fuel innovation, empower communities and sustain connection and growth will be key to our success.

Action #71: In partnership with the Nipissing University Alumni Board and consistent with the *Alumni Engagement Strategy,* develop a 5 year alumni plan to broaden and deepen alumni engagement through programs and initiatives that connect, celebrate, and sustain alumni networks by April 2025.

Action #72: Launch a comprehensive and scalable approach to philanthropy with the development of a 5 year plan that is student centered, advances the university's mission and the communities it serves by April 2025.

Action #73: Launch a scalable sponsorship strategy that expands the university's reputation of being a destination of choice and enhances student and community experiences by April 2025.

Appendix A: Matrix Table with SMART Goals linked to accountable UMG Member to be attached.

Appendix B: Register of Ongoing Activities

NIPISSING
UNIVERSITY

Quality Council Institutional Audit

New Program Proposals

Update on Audit

- Institutional Self Study
  - Improvements to Quality Assurance Process
- Sample Audit Agenda

Day 1

Time	Participants	Location
08:30 – 9:00 a.m.	Audit Team Planning Meeting	
9:00 – 11:00 a.m.	Audit Team meets with senior QA team (*see Note 2 below*)	
11:00 – 11:15 a.m.	Break	
11:15 a.m. – 12:15 p.m.	Audit Team meets with representatives from University's QA Support Services (e.g., Centre for Teaching and Learning (or equivalent), Institutional Analysis and Planning (or equivalent) (NOTE: Library representative also to be added to this meeting, if possible)	
12:15 – 1:00 p.m.	Lunch	
1:00 – 2:00 p.m.	Audit Team meets with representatives of Program A	
2:00 – 3:00 p.m.	Audit Team meets with representatives of Program B	
3:00 – 3:15 p.m.	Break	
3:15 – 4:15 p.m.	*If selected:* Audit Team meets with representatives of in-progress QA activity 1 (CPR or new program)	

Day 2

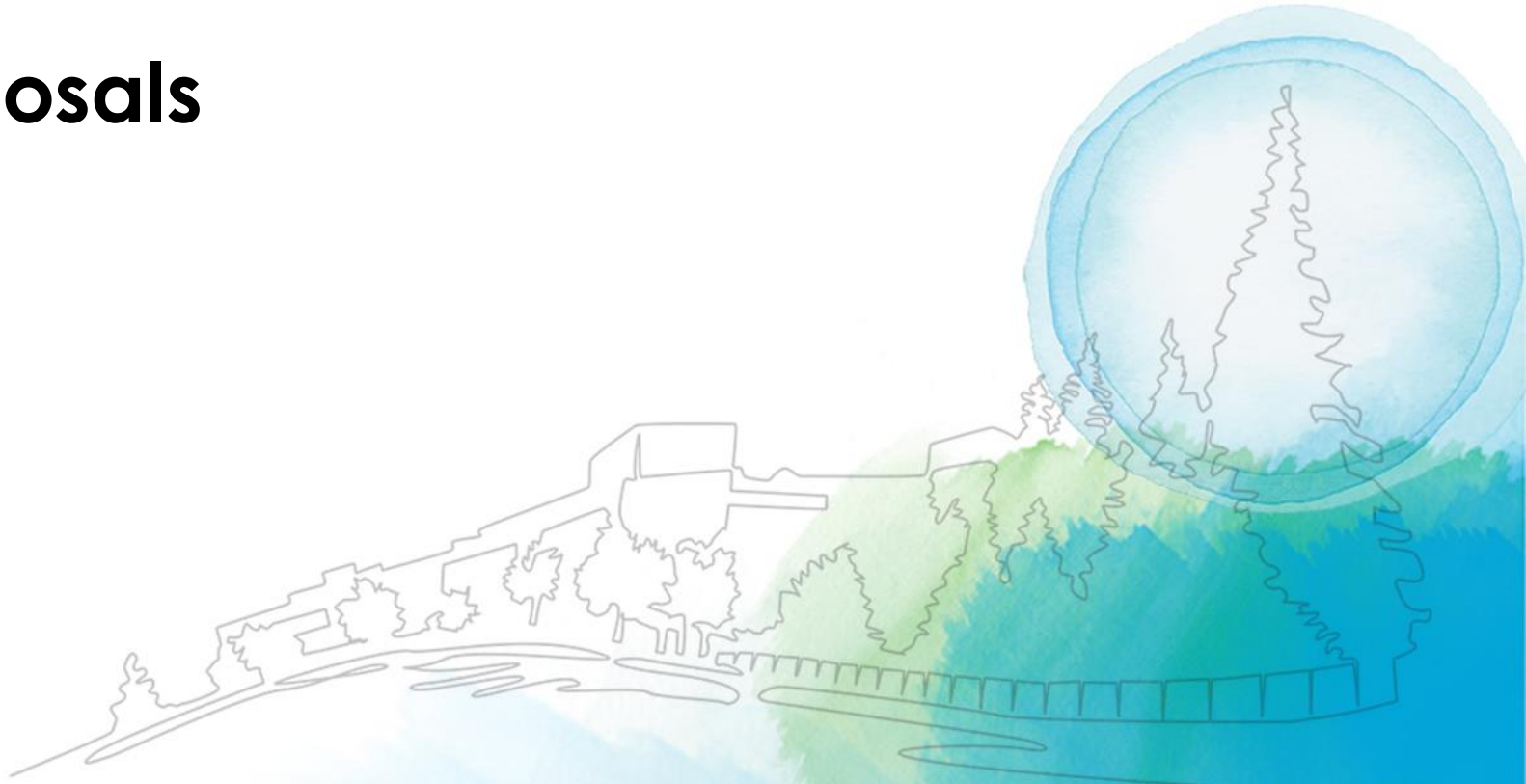
Time	Participants	Location
08:30 – 9:30 a.m.	Audit Team meets with representatives of Program C	
9:30 – 10:30 a.m.	Audit Team meets with representatives from the Senate (or equivalent) QA sub-committee(s)	
10:30 – 10:45 a.m.	Break	
10:45 – 11:45 a.m.	Audit Team meets with representatives of Program D	
11:45 – 12:30 p.m.	Lunch with students	
12:30 – 1:00 p.m.	Break	
1:00 – 2:00 p.m.	Audit Team meets with Deans	
2:00 – 3:00 p.m.	Audit Team meets with representatives of Program E	

Time	Participants	Location
3:00 – 3:15 p.m.	Break	
3:15 – 4:15 p.m.	Audit Team meets with representatives of Program F	
4:15 – 5:15 p.m.	*If selected:* Audit Team meets with representatives of in-progress QA activity 2 (CPR or new program)	

Day 3

Time	Participants	Location
08:45 – 09:45 a.m.	Audit Team meets with Internal Reviewers (if applicable)	
09:45 – 10:45 a.m.	Audit Team meeting	
10:45 – 11:00 a.m.	Break	
11:00 a.m. – 12:30 p.m.	Audit Team meets with senior QA team	
12:30 – 1:15 p.m.	Lunch with President	
1:15 – 2:15 p.m.	Audit Team wrap-up meeting	
2:15 – 3:15 p.m.	Audit Team de-brief with Provost/QA leader	

New Program Proposals



New Undergraduate Program Proposal

This form captures the information required for a proposed undergraduate program. The submission of this form begins the process for program approval at the Faculty, University and Provincial Level. In addition this form may capture the details of accreditation if part of the program design.

Hi, Kari. When you submit this form, the owner will see your name and email address.

Program Information

1. Name of proposed program (as it would appear on the student's transcript):

2. Degree designation/credential (e.g., Bachelor of Arts, Bachelor of Science):

3. Is this a cost recovery program?

- ◯ Yes
- ◯ No

Background and Rationale

This section will cover what the program is: the program's objectives (goals of the program), the approach, the mode of delivery, how this program fits in the Faculty and University and identifies unique, innovative and high impact practice opportunities identified within this program.

13. Program Objectives:

    This program ...

    Enter your answer

14. The academic rationale for this program is ...

    Enter your answer

15. The program name and degree nomenclature is appropriate as they relate to the program objectives by ....

    Note: be sure to list any program specializations, pathways, etc. **(QAF2.1.2.1a, QAF2.1.2.1b)**.

16. Consistency of Program Objectives with University Mission, Vision, Strategic Plan, and Strategic Mandate Agreement **(QAF 2.1.2.1c).**

- Describe how the program contributes to the University's Mission and Vision
- Explain how the program aligns with the goals and priorities outlined in the University's Strategic Plan: *Pathways* as well as the Faculty's and University's Academic Plan (APOP)
- Identify how the program fits with one or more areas of strength or growth in Nipissing University's Strategic Mandate Agreement.

Enter your answer

17. Student Demand

- Provide evidence of student demand, including number of prospective student inquiries; applications and registrations for similar programs, or higher enrollment demand than available seats at other Ontario universities; results from surveys/focus groups of existing students, graduates, professionals in the field
- Include information about domestic and international student interest

Enter your answer

18. Societal Need

- Provide evidence of the need for graduates and in which fields (within academic, public and/or private sectors)
- Indicate up to three occupations in which graduates from this proposed program may be employed using the Federal Job Bank website; you may wish to review the Ontario Job Futures website and provide any relevant sector portfolio or local community impact information
- Document if any employers support the need for this program
    - Attach any letter(s) of support as an additional appendix
- For professional (accredited) programs, describe the program's congruence with current regulatory requirements

Enter your answer

Key to the submission of new programs is to provide program mapping:

- **Program-level student outcomes to Degree Level Expectations (as set by the Quality Council of Ontario)**
- **University-level student outcomes to Degree Level Expectations**

If the program is to be accredited: Accreditation Requirements to Program-level and University-level student learning outcomes.

The Centre for Teaching and Learning (Teaching Hub) will support this work, by providing templates or by working with new program developers.