

Nipissing University
Minutes of the Academic Senate Meeting
October 9, 2020
2:30 p.m.
Zoom Remote Conferencing

MEMBERS PRESENT:

C. Sutton (Interim Chair), A. Vainio-Mattila, P. Maher,
J. Nadeau, D. Walters (designate), D. Iafrate, N. Black

A. Ackerman, A. Burk, D. Campbell, N. Colborne
(Speaker), H. Earl, L. Hoehn, N. Kozuskanich, K. Lucas,
C. McFarlane, S. Renshaw, M. Saari, S. Srigley, M.
Tuncali, R. Vernescu, S. Winters, H. Zhu

J. Allison, C. Anyinam, K. Ferguson, C. Greco, D. Hay,
R. Hoffman, A. Kociolek, D. Lafrance Horning, T.
McParland, L. Peachey, G. Raymer, A. Schinkel-Ivy, T.
Sibbald, A. Wagner, P. Zou

C. Irwin, O. Pokorny

K. Wilcox, B. Ray

E. Lougheed

H. Mackie, M. King, W. Loveday, A. Locke, S.
Pecoskie-Schweir

GUESTS:

R. Hacquard, H. Hersemeyer

ABSENT WITH REGRETS:

J. McAuliffe, P. Radia

S. Connor, A. Hatef, M. Litalien

T. Horton, P. Ravi

C. Foster

APPROVAL OF THE AGENDA OF THE SENATE MEETING OF: October 9, 2020

MOTION 1: Moved by A. Ackerman, seconded by T. McParland that the agenda of
the Senate meeting of October 9, 2020 be approved.
CARRIED

ADOPTION OF THE MINUTES OF THE SENATE MEETING OF: September 11, 2020

MOTION 2: Moved by M. Tuncali, seconded by H. Mackie that the minutes of the Senate meeting of September 11, 2020 be adopted.
CARRIED

The Speaker opened the meeting with a welcome to 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 relatives.

READING AND DISPOSING OF COMMUNICATIONS

The Provost advised that a letter received from the ad-hoc caucus of racialized persons (CRP), dated September 8, 2020, regarding an Equity Audit & Action Plan (EAAP), was included in the Senate Agenda. The Provost encouraged Senators to read the letter as it includes recommendations that may be discussed at future Senate meetings.

REPORTS FROM OTHER BODIES

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

The Provost and Vice-President Academic and Research provided an update on the winter 2021 term. She advised that the Chairs and Directors have worked very hard to determine which courses could be offered on-site. While winter term undergraduate courses will be offered primarily on-line, we are working on re-introducing onsite activities such as seminar courses, experiential learning and tutorials. Over the next few weeks, the Registrar's Office will communicate with students currently registered in on-site winter courses, advising that their registrations will automatically be moved over to on-line courses.

Prior to the Senate meeting, the Provost and Vice-President Academic and Research provided the Annual Academic Action Plan for 2020-2023 to Senators by email. The plan is similar to the current Action Plan which concludes in 2022. Many of the planning processes and initiatives started last year, but were unable to be completed due to the pandemic. A copy of the plan is attached to the minutes.

The Provost highlighted topics discussed at the recently attended virtual National Dialogue and Action on Inclusive Higher Education conference put on by the Scarborough Campus of the University of Toronto. The over 3000 participants from some 60 institutions discussed the necessity, and opportunity, for higher education to take a lead on these public discussions. An outcome of the event will likely be a National Charter on Anti-Black Racism which will support for cluster hires, curriculum review and accountability for self-education. The report will be shared once it becomes available.

The Assistant Vice-President Finance and Infrastructure was recognized by the Speaker and provided a presentation on revenue shortfalls due to the pandemic. The presentation was previously shared and discussed in detail at a recent Senate Budget Advisory Committee meeting. The report is attached to the minutes.

In response to a question as to how money could be saved if winter courses are being offered online with no incidental fees, the AVP Finance and Infrastructure advised that “natural” savings have been found due to a reduction of travel, supplies, meals and hospitality, and approximately \$870,000 of ancillary budget reductions due to the closure of one residence building and a reduction of expenses in conference services.

The Senate representative on the Board of Governors, Bobby Ray, reported that the Board of Governors last met on September 17. At that meeting, the Board approved the audited financial statements for the year ending April 30, 2020, as recommended by the Audit and Finance Committee following an in-depth presentation from KPMG. The revisions to the Research Ethics Board Terms of Reference as recommended by the PVPAR were also approved. It was also reported that the University’s current strategic plan was approved to be extended to 2022 given that the current pandemic presents several unknowns, and the belief that the new President should be greatly involved in this process.

The Alumni Advisory Board representative, Erika Loughheed, provided a report. The report is attached to the minutes.

The Council of Ontario Universities Academic Colleague, Dr. Darren Campbell, advised that the next meeting is scheduled for October 13-14. A written report will be provided following the meeting.

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

The Director of University Technology Services, Heather Hersemeyer, provided a brief overview of an issue that arose during the provisioning of Microsoft 365 to the student population, whereby select faculty were not receiving emails from students from within their Nipissing University Gmail account. Ms. Hersemeyer advised that students have been persistently requesting access to the Microsoft Office 365 software which is available as part of Nipissing University’s institutional license agreement and which provides full version download capabilities. In order to accommodate this request, a great deal of technical behind the scenes work was required to synchronize the logins for Microsoft 365 alongside other services, which resulted in a login process change for employees and students. The student email migration from Gmail to MS Outlook was complicated by accounts which reflected both student and employee status resulting in approximately 16 faculty members who were once students, being provisioned MS Outlook accounts into which student emails were automatically being directed. There was no notification to students that emails were not being received and faculty did not know that they had an MS Outlook account. Once discovered, University Technology Services worked with the impacted faculty to resolve the dual email issue, separated employee and student accounts and notified the student population of the issue. Ms. Hersemeyer thanked the Dean of Arts and Science for assisting and guiding students, as well as faculty and students for their patience and understanding through this process.

QUESTION PERIOD

The following questions were forwarded to the Senate Secretary for inclusion in the Senate Minutes:

On what basis have decisions been made to increase caps on several courses without the agreement of the instructor or the discipline as required by the Course Waiting List policy in the Senate-approved Academic Policies and Regulations of the University which reads that raising a course enrolment limit that was "proposed by an individual course instructor and approved by the Dean for pedagogical reasons . . . requires the agreement of the instructor of the discipline responsible for initially establishing the limit"?

The Provost advised that there are several grounds for making the decision to increase caps on courses including sustainability of the program and our ability to offer programs, but the decision ultimately rests with the Dean. The policy was approved by Senate before 2000 and is clearly outdated as the University has no administrative units called "disciplines". Therefore disciplines don't actually set caps. Part of the academic planning for the last few years contains information on course caps. Traditionally at NU course caps have been set by room sizes and have had no relationship to pedagogy. The average class sizes at other universities were looked at and we have the lowest average of first and second year course sizes. In part, we also have small classes because of low overall enrollment. Guidelines could be developed by AQAPC.

In response to a statement that well enrolled courses have been cancelled without the decision making of the unit, the Provost advised that she would have to know the specific courses that were being referred to. If there is enough enrollment courses should proceed.

The Provost advised that a new ad hoc committee, which will include members of the Academic Quality Assurance and Planning Committee and the Teaching and Learning committee, is being established. Topics for discussion will include modes of program delivery in post-pandemic context.

On page 4 in response to Recommendation #4 that the institution enhance offerings in ESL, the Provost writes that "At this point there is no plan to increase ESL courses at Nipissing but rather to direct students to external language schools prior to coming to Nipissing." My question is: is not Nipissing ethically bound to use some of the revenue from international students to provide academic English language support in the university and during these students' course of study?

The Provost stated that at present, there is no plan to increase ESL courses at NU, but once the internationalization plan falls into place the plan is to use revenue to support students. An international Student Advisor and a Manager of International Recruitment & Admissions have been hired. We are also in the process of hiring a Manager of International Student Support and Community Liaison. The strategy is to focus recruitment in areas where students are familiar with the English language. There could be future collaboration with Canadore College.

On page 4 in the response to Recommendation #5 that the Department of English Studies should consider offering more summer courses, the Provost writes "All departments should plan increasingly for programme entry terms other than the Fall. The institution is moving towards more robust 12-month operation" and this recommendation is repeated on p. 14. My question is: what does "more robust"

mean? Does it mean quantifying what percentage of their programs every academic unit should plan to offer in the spring/summer semester or does it mean something else?

The Provost advised that course delivery should be discussed by the department. A discussion on this topic was held at a recent Senate Budget Advisory Committee where it was suggested that all departments should consider offering more summer courses to create additional revenue. Another suggestion included international students coming to North Bay in May instead of January in order to be more successful. It was noted that spring and summer courses don't build prerequisites to engage in the fall term. These suggestions are all worth looking at further at the department level.

REPORTS OF STANDING COMMITTEES AND FACULTY OR UNIVERSITY COUNCILS

SENATE EXECUTIVE COMMITTEE

MOTION 3: Moved by C. Sutton, seconded by C. McFarland that the Report of the Senate Executive Committee dated October 2, 2020 be received.
CARRIED

ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE (AQAPC)

MOTION 4: Moved by A. Vainio-Mattila, seconded by T. McParland that the Report of the Academic Quality Assurance and Planning Committee dated September 18, 2020 be received.
CARRIED

MOTION 5: Moved by A. Vainio-Mattila, seconded by S. Winters that Senate approve the English IQAP Final Assessment Report and Implementation Plan.
CARRIED

BY-LAWS AND ELECTIONS COMMITTEE

MOTION 6: Moved by T. Sibbald, seconded by C. McFarland that the Report of the By-Laws and Elections Committee dated September 30, 2020 be received.
CARRIED

SENATE BUDGET ADVISORY COMMITTEE

MOTION 7: Moved by A. Vainio-Mattila, seconded by C. McFarland that the Report of the Senate Budget Advisory Committee dated September 30, 2020 be received.
CARRIED

AMENDMENT OF BY-LAWS

- Notice of Motion that Article 6.0 of the Senate By-Laws be amended as outlined below (*changes in bold and strikethrough*):

6.0 Regular Senate Meetings

- (a) Unless otherwise determined and announced by the Senate Executive Committee, regular meetings of Senate shall normally be held ~~on the second Friday of each~~ **once a month. from September to June inclusive.**
- ~~(b) There shall be no regular meetings of Senate in July or August.~~
- (b) Once finalized, the dates of all regular Senate meetings for any given year shall be published on the University website.
- (c) Unless otherwise determined and announced by the Senate Executive Committee, regular Senate meetings shall normally commence at 2:30 PM.
- (d) Regular Senate meetings shall normally end no later than 5:30 PM.
- (e) All those responsible for the timetabling of University classes shall be instructed to make every effort to ensure that faculty Senators are not scheduled to teach during regular Senate meetings.
- (f) At the discretion of the Senate Executive Committee, a regular meeting of Senate may be cancelled if:
 - (i) the volume of business submitted for inclusion in the agenda is insufficient to warrant holding the meeting; and
 - (ii) there is no urgent or time-sensitive business requiring disposition prior to the next regular meeting.

• **Notice of Motion that Senate By-Laws Article 7., General Senate Procedures, be amended as outlined below:**

As no language currently exists in the Senate By-Laws in regards to audio recording of Senate and Senate Committees, the following suggested language was discussed and agreed upon by committee members for addition to By-Laws Article 7. General Senate Procedures:

7.7 Audio Recording of Senate and Senate Committees

Audio recording of open Senate and Senate Committee proceedings is not normally permitted. A motion to allow audio recording of a meeting should clearly set out the purpose and use of the recording. Such a motion requires unanimous consent.

ELECTIONS

- Elect one (1) A&S faculty Senate representative to serve on the Academic Quality Assurance and Planning Committee for a three-year term effective July 1, 2020 to June 30, 2023.
S. Winters - ACCLAIMED
- 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, 2020 to June 30, 2023. *(two A&S Senators currently serve on the committee)*
No nominations were received. The election will be included in the November 13, 2020 Senate Agenda.

NEW BUSINESS

MOTION 8: Moved by D. Iafrate, seconded by A. Ackerman that Senate consider receipt of the Graduation Applicants dated October 6, 2020.

CARRIED

MOTION 9: Moved by D. Iafrate, seconded by A. Ackerman that Senate receive the Report of Graduation Applicants dated October 6, 2020.
CARRIED

MOTION 10: Moved by D. Iafrate, seconded by D. Campbell that Senate grant approval to graduate the students listed in the Report on Graduation Applicants dated October 6, 2020.
CARRIED

ANNOUNCEMENTS

The Provost and Deans read out the October 2020 graduands by faculty and degree and congratulated the students and faculty on their achievements.

ADJOURNMENT

MOTION 11: Moved by D. Campbell, seconded by S. Srigley that the Senate meeting be adjourned.
CARRIED

Senate was adjourned at 4:00 p.m.



.....
C. Sutton (Interim Chair)



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

Caucus of Racialized People
crp.comms@gmail.com

8 September 2020

Dr. Arja Vainio-Mattila
Provost and Vice-President, Academic and Research
Nipissing University
arja@nipissingu.ca

Cc: NU President, NU Board of Governors, NU Senate, NUICE, NUFA, OPSEU
Local 608, NUSU

Re: Equity at Nipissing University

At the request of the Provost and Vice-President of Nipissing University (hereinafter referred to as “the University”), a *caucus of racialized persons* met, on the 26th day of August 2020, to discuss issues relating to “inclusivity.” The group (hereinafter referred to as “CRP”) consisted of persons racialized differently, from various cultural backgrounds, and from differing ranks within the University’s faculty and staffing structures. Based on their discussion and the desire among CRP members to work within and towards a safer, healthier, and more equitable environment, CRP is requesting the University ratify and undertake the following (beginning 30 September 2020, and to be completed with urgency, *e.g.*, within an 18-month period):

- 1) Conduct a university wide *Equity Audit & Action Plan* (hereinafter referred to as the “EAAP”) to assess and develop a plan for addressing issues relating to the experiences of and discrimination against racialized persons, as well as white supremacy.
 - a) The EAAP’s scope will be determined through a transparent process that involves the full participation and agreement of the CRP;
 - b) The EAAP shall be chaired by a person or persons external to the University, who is selected through a transparent process that involves the full participation and agreement of the CRP;
- 2) The EAAP, as well as any and all related reports, shall be made public—i.e., posted on the University’s webpage and e-mailed to all persons employed and studying at the University—within 3 working days after their submission to the University.
- 3) Formally commit to reviewing and implementing the actionable recommendations set out in the audit.

All CRP members who replied to email follow ups (*i.e.*, 80% of participants in the initial zoom call, including the signatories to this letter, as well as five additional participants who expressed support for the request in this letter, but from whom final confirmation as signatories was not received prior to submitting this letter) believe that the process outlined above is the best way to demonstrate the University's commitment to equity, encourage wide participation, and ensure transparency.

For its part, CRP will continue to reach out to the four additional participants who have yet to engage in follow-up discussions, and will extend outreach to engage racialized staff and faculty members who did not join the initial zoom meeting, but who might be interested in participating in further discussions about the scope and chairing of the EAAP, or Equity at the University, more generally.

We look forward to receiving the University's response.

Sincerely,

Natalya Brown, Associate Professor, School of Business

Gemma Victor, Manager, Student Learning & Transitions

Erin Dokis, Dokis First Nation, Nipissing First Nation

Charles Anyinam, Assistant Professor, School of Nursing

Tanya Lukin-Linklater, Director, Enji giigdoyang, Indigenous Initiatives

Lanyan Chen, Professor, Social Welfare & Social Development

Mumbi Kariuki, Associate Professor, Schulich School of Education

Odwa Atari, Associate Professor, Geography and Geology

An Nguyen, Processing Clerk, Registrar's Office

Chris Greco, Assistant Professor, School of Criminology and Criminal
Justice, Sociology M.A.

Serena Kataoka, Assistant Professor (LTA1), Social Welfare & Social
Development

Senate – October 9, 2020

President's Report

Highlights from the Board meeting September 17, 2020

- Consolidated Audited Financial Statements were presented in detail (and approved) at Audit & Finance and KPMG provided a clean opinion. Those statements can be found on the website for those who are interested.
- The current Strategic Plan is set to expire in 2020. Due to the COVID-19 pandemic, as well as the ongoing search for a new President & Vice-Chancellor, the Executive Committee of the Board recommended to delay the creation of a new Strategic Plan. The Board accepted this recommendation and the Strategic Plan was extended to 2022.
- Equity, Diversity & Inclusion
 - Throughout the past several months we've begun discussions around EDI at Nipissing and we've heard from several stakeholders including the Caucus of Rationalized Persons at Nipissing University (the letter will be included under correspondence later in the agenda).
 - The President's Office will be leading a process through which we will be evaluating our current environment, processes and policies to ensure we attain the highest levels of EDI. We will be engaging external expertise in this area and Jenny Mackie, Casey Phillips and Cristin Christopher have been asked to lead this endeavor.
- **Goals & Priorities** – At the Executive Committee meeting held on September 10, we discussed my goals & priorities over the next 10 months and I'd like to take a moment to share them with you.
 - Financial Sustainability through and post-COVID – we are just now finalizing our revenue projections and have begun meetings with all budget holders in order to find savings to address the gap in international tuition and residence fees revenues. We will provide the A&F committee with detailed information at the next meeting.
 - Enhanced internal communications
 - Essential in times of significant change.
 - Meghan Venasse has created an internal communication plan – she did her Masters' thesis on internal communications at Nipissing U.
 - Data-based Decision Making
 - Again, during these times of change we can rely less on our "gut" or past practice or even our forecasting models. We need to drive a focus on data throughout the organization to ensure we are making the right decisions.
 - Also working on strengthening external relationships (Canadore/community etc).

Deputy Minister Shelley Tapp visit Friday September 18, 2020

- The Deputy Minister was on campus for a visit. We toured the new Student Centre and then had the opportunity to provide her with an overview of Nipissing University including what we see as our strengths as well as the challenges that COVID-19 has presented us with. The meeting went well and since then we have exchanged additional information at her request.

Meeting with MCU regarding the financial impacts of COVID-19

- On the same day we met with staff from the Ministry to provide them with additional information regarding our current fiscal situation and the effects of the global pandemic on our operations.

EAB Visioning Session October 1, 2020

- During the workshop, participants learned the fundamentals of strategic foresight and immersed themselves in scenarios of **hypothetical future institutions** that have each evolved drastically to provide relevant service for their students. Throughout the course of the workshop, participants used these scenarios not only to discuss potential futures for PSE—and Nipissing—but also to learn how to apply futurist methodologies in their daily lives to become **stronger, more productive future thinkers**.
- Members of the University Management Group, the Board of Governors, Senate Executive, NUFA, NUSU, OPSEU, the Alumni Board and NUICE were all invited to participate and we had a great turn out.

Facilities Renewal

- We have received very good news from MCU that we will be receiving \$1,648,700 for Facilities Renewal Program funding. This amount is \$1.2M higher than prior year.
- This money can be used on maintenance, repair, renovation and modernization of existing facilities that are used for academic (teaching and research) purposes.
- We understand that this level of funding will be maintained for a few years, and are now working on a plan to spend the money strategically. Examples of projects that will be covered immediately include the transformer repair, elevator repairs to name a few.

8.10.2020 AV-M



ANNUAL ACADEMIC ACTION PLAN 2020-2023

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SUMMARY OF ACADEMIC PLAN FOR 2020-2023

New initiatives in *italics*

I Growing the University

A ***Addressing Academic Policy Deficits***

1. Re-organize Senate Policies
2. Revision of Senate Policies

B ***Student Recruitment***

1. Create a SEM Plan

C ***Strategy for Indigenous Education***

1. University-wide Plan for Indigenization
2. Development of Indigenous Studies

D ***Internationalization***

1. Internationalization Strategy
2. Internal response to international recruitment
3. External response to international recruitment
4. Review International Exchanges Agreement processes
5. Outbound Student Mobility

E ***Data Monitoring Dashboards***

1. Dashboards for monitoring

II Engagement in Scholarship

A ***Research***

1. Strategic Research Plan
2. Equity, Diversity and Inclusion
3. Canada Research Chairs
4. Research Communication Plan
5. *Innovation*
6. *Research Success*
7. *Centres and Institutes*
8. *Pandemic Planning and Research Recovery*

B ***Teaching***

1. Dean of Teaching
2. Teaching Hub
3. Teaching Chairs
4. Strategic Plan for Teaching

C ***Library***

1. Expand and strengthen Information Literacy Instruction Program
2. Assess learning outcomes of IL instruction sessions
3. Information Literacy Course

III Programme Sustainability

A ***Faculty Renewal***

1. Tenure Track Faculty Positions
2. Sabbaticals
3. Teaching releases: Administrative
4. Teaching releases: Research
5. Non-Faculty Positions

B ***New Programme Development***

1. New Programme Development Fund
2. New Programme Marketing Initiative
3. Strategic Plan for Graduate Studies
4. Degree architecture

C ***Quality Assurance***

1. NU-IQAP roll-out
2. New Programme Proposals
3. Cyclical Reviews

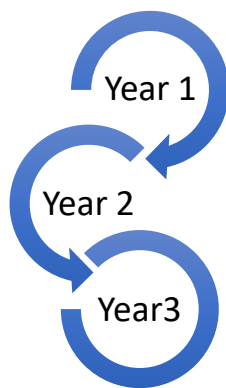
D. ***SMA III Preparation***

1. Establish SMA III Working Group
2. Establish Priorities for Differentiation
3. Defining Institution Specific Metrics and Targets

Introduction

This Annual Academic Action Plan (AAAP) (2020-2021) is based on the submissions of (most) units delivering academic programmes, as well as submissions from the Deans, the Registrar, the Harris Learning Library, the Office of Institutional Planning and Analysis (IPA), Office of Indigenous Initiatives (OII), and Student Services, and is aligned with the Academic Planning framework approved by Senate and which is provided for information in Appendix A.

The AAAP is an actionable engagement with our strategic directions, and assigns responsibility for outcomes to the various units in order to accomplish the plan. The focus of the plan is on the first year but subsequent years are sometimes referred to based on current information, and assumptions that can be made at this time.



- ▶ 1st year is based on a pre-existing framework, i.e. the most immediate year has largely been planned for previously, and now is tweaked where necessary.
- ▶ 2nd year is the current year for planning, i.e. most of the focus is on this year, assumptions are tested, policy directions are introduced etc
- ▶ 3rd year is prospecting a framework, i.e. you articulate assumptions about what will change and pieces that you know to exist.

This particular plan also bears more than a passing resemblance to the previous Annual Academic Action Plan (2019-2022). As many of the initiatives outlined were approaching the final stretch, Nipissing was impacted by the COVID-19 pandemic. The focus shifted away from the strategic longer term thinking to immediate concerns as we all did our best to identify ways forward in the midst of uncertainty. As we finalize this document it is clear that the pandemic will influence our lives for the foreseeable future, and it is unclear exactly what that influence will look like.

In the following pages, I have tried to articulate how far we got in the previous plan, and indicate new initiatives going forward. Many initiatives have revised timelines.

Mission, Vision, and Values

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

MISSION Nipissing University will exemplify the highest standards in scholarship, teaching, and research. In addition, Nipissing University will encourage students, faculty and staff to realize their full intellectual and personal potential to the benefit of our local, national, and international communities. Nipissing University will recognize our particular role in supporting northern communities, and Aboriginal, first generation, and international learners.

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

Strategic statements

THE STUDENT EXPERIENCE Situated in a beautiful natural environment, with outstanding spaces in which to live and learn, we have created a unique Nipissing Experience. We will maintain our reputation as a leader in student satisfaction, attributable largely to our excellence in teaching, and to the connections students make with faculty, staff, and peers.

ACADEMIC AND RESEARCH EXCELLENCE We are dedicated to nurturing and supporting scholarship and research for the benefit of all. We believe in integrating intellectual, social, and personal development into the Nipissing Experience.

COMMUNITY ENGAGEMENT Connections between Nipissing University and the communities we serve are vital. Our campuses each have strong connections locally, as well as to Aboriginal communities and communities of interest. We are committed to advancing regional economic, social, and cultural development while also appreciating our role as global citizens.

Note: The Board of Governors has extended the current strategic plan of the university by a year in order to allow for leadership by the to be appointed next President.

I. Growing the University

It is generally agreed that Nipissing University has capacity to grow: we have space in programmes and in classrooms. The conventional wisdom seems to be that the capacity of the University is around 6500 students. The ultimate goal of this Annual Academic Plan is to contribute to that goal.

A. Addressing Academic Policy Deficits

Senate Policies serve to promote the mission, vision and values of Nipissing University by supporting academic and research excellence, student experience and success.

Initiative IA1 Re-organize Senate Policies	
Goal	To present the Senate Policies in a logical format
Description	The current document is organized in seven parts, not necessarily named to reflect the content of each part. The parts, or the policies within, are not in a logical order, making it difficult to navigate. For example, all policies in the document are Nipissing policies however, only Part II is called Nipissing University Policies.
Responsibility	Office of the Registrar
Success Measures	A revised format for the “Senate policy”- document is presented to Senate.
Where did we get to	The draft outline was discussed with the Senate by-laws committee on 20Feb2020. The Registrar’s Office is working on a new proposal that incorporates the ideas discussed.
Revised Timeline	December 2020

Initiative IA2 Revision of Senate Policies	
Goal	To incorporate a timeline and assign units for policy review within the Senate policies.
Description	Each policy and/or section will be assigned a timeline for next review and if a policy requires revision AQAPC with PVPAR will assign that task to appropriate units.
Responsibility	AQAPC
Success Measures	A timeline and units responsible for each policy and/or section will be identified in the Senate Policy document.
Where did we get to	Working on this at the same time as above. This one is more challenging because we're having a difficult time finding out when policies were last reviewed, some of the “policies” in the policy document are not policy, and some policies aren't in the document but should be. Once IA1 is finalized this initiative should move quicker.

Revised Timeline	May 2021
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B. Student Recruitment

The number of students enrolled at a university is perhaps one of the simpler measures of whether the institution is functioning at its capacity. It is generally accepted that Nipissing's current enrolment of is not reflective of our capacity.

Strategic enrolment management (SEM) planning is essential to ensuring institutional stability and improving student success. The university must develop a strategic and tactical enrolment plan that is effective in recruiting, admitting and retaining students.

Recruitment has been particularly affected by the COVID-19 pandemic. This is resulting in design of new, mostly virtual, approaches to recruitment.

Initiative IB1	Create a SEM plan
Goal	Create a SEM committee and develop a 3 year SEM plan that includes application, conversion and retention targets by program.
Description	Using admission, demographic, recruitment, funding and retention data, identify trends and establish targets.
Responsibility	Office of the Registrar & Institutional Research and Analysis
Revised Success Measures	<ul style="list-style-type: none"> Determine enrolment targets A 3 year SEM plan that includes application, conversion and retention targets by program.
Where did we get to	<ul style="list-style-type: none"> A SEM Committee was struck, and last met on January 29th to determine the goal and scope of the committee and identify the data required. Historical analysis was completed Applicant & Student Life Cycle Dashboards were created
Revised Timeline	<ul style="list-style-type: none"> Draft SEM plan to senior executive February, 2021

C. Strategy for Indigenous Education

Nipissing University partners with Indigenous communities in community-based delivery of academic programs, faculty research in collaboration with Indigenous communities, and in initiatives and events held in our region. The University's commitment to fostering reciprocal relationships with Indigenous communities can be found in the priorities of our strategic plan 2015-2020 as well as the previous Academic Plan ("Strengthening the Indigenous Mandate") approved by the Academic Senate in 2017.

Initiative IC1 Strategic Plan for Indigenization	
Goal	The development of a Strategic Plan for Indigenization to inform future academic planning.
Description	The development of a Strategic Plan for Indigenization will be led by the Indigenization Steering Committee. A consultative process with students, staff, faculty, and community in the areas of: 1) Governance, Vision Statements and Strategic Plans, 2) Indigenous Student Success, 3) Teaching and Learning, 4) Human Resources, and 5) Research and Community Engagement will allow the steering committee to develop a report and recommendations.
Responsibility	Indigenization Steering Committee
Success Measures	Strategy is available to inform planning for 2022 and beyond
Where did we get to	Process paused for 2019-2020, the process is under review by the Office of the President

Revised Timeline	<p>With direction from the Office of the President, the timeline will shift.</p> <p>Stage I Indigenization Steering Committee/Roundtable Facilitators to finalize plans for implementing Roundtable discussions.</p> <p>Roundtable recruitment and press release.</p> <p>Stage II Hold Roundtable discussions, gather information and develop recommendations.</p> <p>Stage III Development of summary of roundtable reports and development of the Final Report.</p> <p>Stage IV Indigenization Steering Committee to review and approve the Final Report.</p> <p>Stage V Official launch of Nipissing University's Indigenization Strategy.</p>
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Initiative IC2 Development of Indigenous Studies	
Goal	To revitalize Native Studies as Indigenous Studies that offers appropriate curriculum for Nipissing's indigenous, and non-indigenous students
Description	Curriculum and programme development
Responsibility	PVPAR
Success Measures	New programme is approved by Senate
Where did we get to	Two tenure track faculty members were hired as a result of the cluster hire. Second stage of cluster hire is under consideration
Revised Timeline	It is expected that the programme under the shared leadership of two faculty members will develop a framework for curriculum and programme development in consultation with the Faculty, Dean, and Provost during this academic year.

D. Internationalization

Nipissing University has currently the lowest level of international students (less than 1 %) enrolled in degree programmes. In order to develop as an institution where a diverse students, including international students, experience as supportive of their academic aspirations, we need to identify areas that contribute to this goal. This will mean building a strategy that includes recruitment, admissions, advising, student supports, curricula among other things.

Nipissing also plays a role externally in supporting North Bay's aspirations to become a welcoming community to new comers.

Recruitment of international students has been essentially stopped during the pandemic with signs of some opening as virtual recruitment fairs are now taking place and immigration rules are being relaxed.

Initiative ID1 Internationalization strategy	
Goal	Develop a multi-year strategy for internationalization of Nipissing, including services and curricula
Description	Through the establishment of a committee of interested parties and institution-wide consultation, a strategic framework for internationalization at Nipissing is developed
Responsibility	PVPAR
Success Measures	Strategy is available to inform planning for 2021-2022 and beyond
Where did we get to	<ul style="list-style-type: none">• A committee was struck and met• Received report from EAB on "International Student Support Systems"
Revised Timeline	By June 2021

Initiative ID2 Internal response to international recruitment	
Goal	To ensure that front-line staff have received training in cross-cultural communication skills
Description	Training opportunities are identified, both on-line and face-to-face to prepare staff to support students whose cultural background is not the same as their own
Responsibility	Registrar and AVP Students
Success Measures	Front-line staff have received training in how to serve a diverse clientele. Faculty have had opportunities to engage with diversity in classrooms

Where did we get to	A position has been created, Manager of International Student Support and Community Liaison, which is currently in the interview stage of the hiring process. One aspect of this position is to identify cross-cultural training opportunities available in North Bay. We are also in the process of developing a RFP for an equity audit, a recommendation of which will likely be this type of training.
Revised Timeline	Training to start by during 2021.

Initiative ID3 External response to international recruitment	
Goal	Role in “welcoming community”
Description	Continue strategic conversations with municipal and regional partners on the role of Nipissing University vis a vis new comers in the community and on campus
Responsibility	PVPAR, AVP Students
Success Measures	Local partners that will support growth of international student population are identified. NU’s role in supporting new comers to North Bay and region is articulated.
Where did we get to	<p>We have joined the Local Immigration Partnership, with PVPAR on the Board of NBLIP.</p> <p>An International Symposium was held on February 26th in the Teaching Hub that brought together several community stakeholders to discuss how we can better support international students and family to North Bay.</p> <p>A position has been created, Manager of International Student Support and Community Liaison, which is currently in the interview stage of the hiring process. A major task of this position is to strengthen the connections between international students at Nipissing and the community at large.</p>
Revised Timeline	June 2021

Initiative ID4 Review International Exchange Agreement processes	
Goal	To develop an updated and formalized process for the creation of new International Exchange Agreements for student mobility
Description	Current process needs to be streamlined and presented in a fashion in which the specific steps and responsibilities are clearly articulated for all stakeholders.
Responsibility	Student Development and Services & Deans
Success Measures	A revised process for the development of new International Exchange Partners is presented to the President.
Where did we get to	A draft of the new formalized process has been completed by the Education Abroad Coordinator based on best practices in the province. The draft will be going forward in Fall of 2020 to the Deans and PVPAR for feedback and edits. Once feedback is received the formalized policy will be shared with stakeholders.
Revised Timeline	To be completed by January 2021

Initiative ID5 Outbound Student Mobility	
Goal	To develop a multi year recruitment strategy for increasing Domestic Student mobility.
Description	Working with Faculty, Specific Departments and External Relations to create a formalized recruitment strategy for increasing Domestic Student Mobility. Including multi-year focus from time of application to encourage international mobility.
Responsibility	Student Development and Services
Success Measures	A multi-year recruitment strategy is published
Where did we get to	With serious interruption to international student mobility, this work is yet to be fully completed. Initial discussions with some faculty has begun as well as the identification as to faculty / department specific optimal timing for students as well as potential partners. Nipissing is exploring potential funding opportunities through Universities Canada that could assist with this work during the 2020/2021 academic year.
Timeline	To be completed by June 2021

E. Data Monitoring Dashboards

Initiative IE1 Dashboards for monitoring	
Goal	Establish a variety of real-time reporting tools (through Tableau) that Deans/Administrators can access in an effort to make informed decisions supported by institutional data.
Description	<ul style="list-style-type: none"> Needs assessment completed by the IR team for each Dean/Director Roll out based on priority areas
Responsibility	Director, Institutional Research and Planning & Director of Finance
Success Measures	Increased use of data in evidence based planning.
Where did we get to	<p>We have invested in 75 licenses for PowerBI Pro that will allow the IPA to share reports (in the form of interactive visual dashboards) amongst the active PowerBI user group.(UMG and Department Chairs/Directors)</p> <p>In December 2019 we deployed our first dashboard that tracks our 2020 Applications. This dashboard (which contains about 8 sub-reports) was demonstrated at the January 13th Provost Council and our office will continue to tweak this dashboard to meet the needs of our end.</p> <p>To date, the IPA office has completed a variety of additional dashboards (approx.. 25) to support the administrative and academic needs of the institution.</p>
Revised Timeline	The IPA office will continue to work with academic and administrative staff on the production of dashboards and utilizing business intelligence in their daily routines.

II. Engagement in Scholarship

A. Research

Initiative IIA1	Strategic Research Plan – completed in 2019
Goal	To mobilize and utilize in a multi-dimensional way the recently approved Strategic Research Plan that will guide decision making, celebrate existing efforts and represent measures of success.
Description	The Strategic Research Plan will provide the framework for research from 2019-2024. The document was recommended by the Research Council and accepted by the Senate. Currently the document is static, the Office of Graduate Studies and Research would like to dynamically embed the document into a new designed research website in order to accomplish the mentioned goals. This will be done by making a living document interactive in order to leverage all research accomplishments and areas of focus.
Responsibility	PVPAR and Office of Graduate Studies and Research
Success Measures	Once on site, we can measure visits and usability of plan. Plan has success measures outlined within document. Website analytics will be a key performance indicator.
Timeline	To be reviewed 2022-2023

Initiative IIA2	Equity, Diversity and Inclusion
Goal	Develop a university wide Equity, Diversity and Inclusion policy or guideline
Description	Develop an EDI policy/guideline, for all hiring at the university, but especially for Canada Research Chairs. The guideline/policy will serve to collect data from the employees and establish the baseline for access to the underrepresented groups.
Responsibility	PVPAR, Human Resources, and Deans
Success Measures	Meet or exceed the EDI target set by the Chair's Secretariat and by the university overall.
Where did we get to	<ul style="list-style-type: none"> Developed EDI statements for CRC process and posted online – completed Research Co-ordinator served as EDI officer for CRC renewal process – Aug- Oct 2019 Representation of the EDI officer during current conversations (new allocations and upcoming available position) Dec-Jan – ongoing EDI Policy is in draft form Environmental scan (Ontario and ACCRU) of offices of responsibility for EDI – ongoing

Timeline	Next steps will see an institutional equity audit which will move this activity from the Research Office to the Office of the President. As soon as possible.
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Initiative IIA3	Canada Research Chairs
Goal	Develop a guideline, for the effective administration of the Canada Research Chairs.
Description	Develop a guideline to administer the renewal, nomination and phasing out of the Canada Research Chairs. The guidelines to include specific timelines for CRC review, renewal and nomination for a vacant CRC position. The guidelines must be in tandem with the EDI guidelines.
Responsibility	PVPAR and Deans
Success Measures	Renewal and nomination of CRCs; approval by the Chairs Secretariat.
Where did we get to	<ul style="list-style-type: none"> Developed Policy on Management of Canada Research Chair allocations at Nipissing University - May 15, 2019 Submitted three applications for renewal - October 2019 Held two meetings of CRC Advisory Committee to establish research areas for replacement of one Tier 2 CRC who has completed 2 terms (i.e., 10 years) and the new allotment of a Tier 2 CRC - ongoing Renewals – Review of existing CRC by June, 2019 and the renewal applications to the Secretariat by October, 2019. New CRC position for climate and environment – Advertisement, recruitment, nominations complete and have received 50 applications. Call for CRC health position complete
Revised Timeline	<p>Need to finalize review committee</p> <p>Advertisement for nomination of the outgoing CRC allocation –ongoing</p>

Initiative IIA4	Research Communication Plan
Goal	Develop Strategic Communications Plan
Description	Effectively manage the communication practices of the Office of Graduate Studies and Research in order to inform both internal and external stakeholders of policy, process, celebration and pertinent information.
Responsibility	The communication plan will encompass strategy to not only articulate the existing processes and practices carried out by the office but also leverage new partnership opportunities and community relationships.

Success Measures	Annual assessment of key performance indicators established by the Office of Graduate Studies and Research. Include but not limited to website analytics (visits, clickables, page durations) and number of partnerships established, funding numbers, attendees per event.
Where did we get to	<ul style="list-style-type: none"> - Meetings with External Relations - Advancement to plan for communication strategy - ongoing - Process and conversations within OGSR - ongoing
Timeline	Implementation September, 2019, year long review (June-July)

Initiative II.A.5 Innovation	
Goal	Innovation management and community relations
Description	Establish a process to commercialize research and measure impact on the community.
Responsibility	Office of GSR and External Relations
Success Measures	Number and amount of industry and community investment in research. A position of an Innovation Officer is under consideration
Where did we get	<ul style="list-style-type: none"> • Dean attended Expert Panel on Intellectual Property consultation (Sudbury) - October 2019 • Dean and Cristin Christopher, External Relations, met with City of North Bay to discuss research and community impact - December 2019 • Mayor and City Managers tour of research facilities – December 2019
Timeline	Ongoing

Initiative II.A.6 Research Success	
Goal	Inform the community on the increase in research funding/success.
Description	Create interactive metrics and dashboards
Responsibility	Office of GSR and Institutional Planning
Success Measures	Increase in the number of grant submissions and awards year over year and increase the number of knowledge translation units.
Where did we get to	Will meet with Director, Institutional Planning and Research to develop the metrics and dashboards to university standards - ongoing
Timeline	Winter 2020 - Ongoing

Initiative II.A.7 Centres and Institutes	
Goal	Increase community and institutional profile of Centres and Institutes
Description	Review of existing Centres and Institutes. Approved new Centres. Review policy for Centres and Institutes.

Responsibility	Office of GSR
Success Measures	Funding and knowledge mobilization metrics linked to the centres.
Where did we get to	<ul style="list-style-type: none"> - Include funding for Centres and Institutes in Budget – completed - Review policy for Centres and Institutes – ongoing - Establish database of active Centres and Institutes – ongoing - Approved Centre for War and Atrocities (CWAG) – Fall 2019 - Liaise with Facilities to establish space for CWAG – ongoing - Office of GSR to work with CWAG to develop a CFI proposal to support the centre – winter/spring 2020
Timeline	Winter 2020 - Ongoing

Initiative II.A.8 Pandemic Planning and Research Recovery	
Goal	Effectively suspend, continue, or reintegrate research in the face of a pandemic
Description	Review staged approaches, effectively manage the recovery of research for all researchers in a strategic manner in line with government directives, and ensure completion of student projects necessary for degree completion.
Responsibility	Office of GSR
Success Measures	Access applications, completed projects, submitted grant applications, and continuation of research processes.
Where did we get to	<ul style="list-style-type: none"> - Research Recovery staged approached procedure created - Development of ROMEO Stage 1 and Field work application - Established ROMEO review committee - Established approval communication and Stage 1 entry protocol - Development of ROMEO Stage 2 and Stage 3 application – ongoing
Timeline	Fall 2020 - Ongoing

B. Teaching

Changes in this area include the hiring of a new Manager of eLearning, and shifting the reporting of Learning Systems Technologists to the Dean of Teaching.

Initiative II B.1 Dean of Teaching - complete	
Goal	To fill the role of the Dean of Teaching with appropriate supports in place
Description	Reporting directly to the Provost and Vice-President, Academic & Research, the Dean of Teaching will provide academic and administrative leadership to the creation and fostering of overall excellence in teaching, and a commitment to student-centred education to enhance the learning environment and student learning experiences for faculty and students, both undergraduate and graduate, in order to contribute to recruitment and retention at Nipissing University.
Responsibility	PVPAR
Success Measures	Dean of Teaching appointed by September 2019
Timeline	By September 2019

Initiative II B 2 Teaching Hub - complete	
Goal	Build and programme the Teaching Hub
Description	Development of a space that supports peer learning in pedagogy and related areas. Programming of that area
Responsibility	Infrastructure – Facilities, Programming – Dean of Teaching
Success Measures	Opening of the Teaching Hub
Timeline	September 2019

Initiative II B 3 Teaching Chairs	
Goal	Develop a strong peer support culture around the Teaching Chairs
Description	Nipissing will have four teaching Chairs in 2019 covering experiential learning, interdisciplinary learning, diversity in higher education, and motivation in STEMM areas
Responsibility	Dean of Teaching
Success Measures	Active programming that supports sharing of best practices in pedagogy
Timeline	Ongoing

Initiative IIB 4	Strategic Plan for Teaching
Goal	To identify key areas for strategic support of teaching and learning at Nipissing University
Description	The Dean of Teaching will work in collaboration and consultation with stakeholders to develop a longer term plan for strengthening teaching and learning
Responsibility	Dean of Teaching
Success Measures	Plan submitted to Senate for approval
Revised Timeline	June 2021

C. Library

We continue to see increases in the number of our instruction sessions for Nipissing and Canadore; since March, these instructions sessions have been conducted virtually.

As a result of the transition to our new library system (Omni), we updated our online tutorials to reflect the new system. Since May, we have created more online tutorials to support students and instructors teaching and learning in the online environment. The tutorials are short and focus on a wide variety of topics: searching strategies, accessing resources, evaluating/recognizing the differences between academic information resources and popular resources. We have encouraged instructors to embed links to the tutorials in their Blackboard shells.

We continue to provide instructive guidance/assistance at our Info Desk (we are seeing slight increases to our interactions at the desk) and we continue to reach out to faculty to offer and encourage library instruction sessions.

Library continues to explore/discuss its connections to the Teaching Hub and to the First Year Foundations Programme.

Initiative IIC1 Expand and strengthen Information Literacy Instruction Program	
Goal	Students are currently receiving instruction sessions; primarily at the introductory level and sometimes at intermediate and advanced levels. Our goal is to ensure that all students are receiving sessions and that such sessions are mandatory. We would like to expand/strengthen the program to provide introductory, intermediate and advanced sessions that meet the needs of students (undergrad/grad) during their academic career. That every first year student participates in at least one Information Literacy session – face to face and/or online. After that initial introductory session given to first year students, that all students participate in at least 2 introductory sessions, at least 2 intermediate sessions and at least 2 advanced sessions. Ensure that this goal is inclusive and considers the diverse needs of all our students: Indigenous, International, for example.
Description	Students cannot learn everything about Information Literacy in just one introductory session taken in first year, but need ongoing instruction tailored to the discipline and demands of higher academic level(s)
Responsibility	Shared responsibility with library staff, faculty, Coordinator of FY, Dean of Teaching to collaborate and implement. Collaborate with faculty, Coordinator of Foundation Year, Dean of Teaching to embed instruction session(s) into introductory first course(s). Librarians (support staff assist with introductory sessions, but Librarians should be conducting advanced sessions). Collaboration with faculty, Dean of Teaching, possibly Dean of Graduate and Research Studies
Success Measures	Development and implementation of sessions; student participation of recommended number of sessions; successful collaboration with faculty, and Deans to ensure student participation. 1) Be able to demonstrate/provide evidence that every student has participated; 2) students successfully meet learning outcomes and expectations of the session(s) – see assessment tools below.
Revised Timeline	ongoing

Initiative IIC2 Assess learning outcomes of IL instruction sessions	
Goal	Develop and use tools to effectively assess the success of sessions
Description	Measures (grounded in ACRL Framework for Information Literacy for Higher Education principles) will give us, and students, the tools to determine if students are successfully learning and applying effective strategies for finding and evaluating information within the context of dynamic information ecosystems and using information appropriately; such strategies are instrumental in developing critical and analytic thinking skills and also contribute to academic success. Incorporate assessment tools into instruction sessions; Possibly incorporate assessment(s) into course grading.

Responsibility	Library staff who provide/develop instruction sessions and in some instances in collaboration with faculty
Success Measures	Completion and implementation of a set of tools used by library staff who provide sessions. Also supports above initiative
Revised Timeline	Ongoing

Initiative IIC3	Information Literacy Course
Goal	Develop a course for credit or as a pass/fail
Description	Collaborate with Dean of Teaching, Foundation Year Coordinator, and faculty to develop an Information Literacy Course required of all first year students. Students cannot learn effective information seeking skills in just one instruction session. A course would give students an excellent opportunity to learn about all aspects of information: seeking, creation, management, sharing, critical evaluation, ethical use of information, information policy. Such a course would provide a strong foundation for students and would contribute effectively to academic success. Other institutions have implemented such a course – we have literature and models to draw on.
Responsibility	Librarians in collaboration with Dean, faculty and Coordinator
Success Measures	Successful implementation of course, student participation, strong assessment tools that demonstrate learning outcomes.
Timeline	Fall of 2024

III. Programme Sustainability

A. Faculty Renewal

Tenure track hires in 2019-2020 included:

- GESJ
- Indigenous Studies (2)
- Nursing
- Political Science
- Social Work

Initiative III.A.1. Tenure Track Faculty Positions	
Goal	To accomplish strategic faculty renewal
Description	While budget realities remain challenging there is a recognition that faculty positions have been lost over the last decade resulting in programmes that now face sustainability issues, and that renewal of curricula and programs require new faculty. In order to address needs broadly, and to support principles such as indigenization of the academy, it is proposed that the first set of hires is done through a cluster hire focused on hiring indigenous scholars. In the initial years of faculty renewal decisions will be informed by considerations that related to: workload equity, accreditation needs, and possibility of cross-appointments
Responsibility	PVPAR and Deans of A&S and EPS
Success Measures	An articulated strategy that connects faculty renewal programme sustainability, innovation, and demand.
Timeline	2020-2025

Initiative III.A.2. Sabbaticals	
Goal	To better understand the need for part-time contracts as sabbatical replacements
Description	Deans to provide Provost with the list of potential sabbaticants with indication of necessity to replace
Responsibility	Deans with Chairs
Success Measures	Report to Provost on how many sabbatical replacements are required by 1 st April 2019
Timeline	Annually as per CA

Initiative III.A.3. Teaching releases: Administrative	
Goal	Develop Guidelines to administer teaching releases.
Description	Develop tracking system to monitor and plan for teaching releases associated with administrative positions (e.g., Chairs, Directors, and Coordinators). Faculty Deans coordinate with Dean of GSR and Dean of Teaching to administer releases. Consider one set of guidelines to include administrative and research releases.
Responsibility	Deans
Success Measures	Tracking system in place to advise workload and advises budget process. Report to Provost on teaching releases granted for administrative purposes by 1 st April 2020
Timeline	Draft completed Fall 2018. Implementation ongoing

Initiative III.A.3. Teaching releases: Research	
Goal	Develop Guidelines to administer research releases.
Description	Develop tracking system to monitor and plan for teaching releases associated with research grants and chair positions (e.g., tri-agency, other major grants, CRC, NU Teaching Chairs, Indigenous Education, and Schulich). Faculty Deans coordinate with Dean of GSR and Dean of Teaching to administer releases. Consider one set of guidelines to include administrative and research releases
Responsibility	Deans
Success Measures	Tracking system in place to advise workload and advises budget process. Report to Provost on teaching releases granted for research purposes by 1 st April 2019
Timeline	Draft completed Fall 2018. Implementation ongoing

Initiative III.A.4. Non-Faculty Positions	
Goal	Non-faculty positions are created and maintained to support the academic mission of the University
Description	Budget holders will put forward proposals as part of the Academic Planning process
Responsibility	Budget holders
Success Measures	Ability to attain strategic goals of the institution, as well as goals articulated or referred to in this document
Timeline	Annual

B. New Programme Development

Initiative III.B.1. New Programme Development Fund	
Goal	To support development of new programmes
Description	A limited fund that can be used to carry out market surveys and other basic research to support programme proposal development
Responsibility	PVPAR
Success Measures	Successful programme proposals
Timeline	Ongoing

Initiative III.B.2. New Programme Marketing Initiative	
Goal	To support marketing of new programmes
Description	A limited fund to create marketing collateral for newly approved programmes
Responsibility	PVPAR
Success Measures	Enrollment in new programmes
Timeline	Ongoing

Initiative III.B.3. Strategic Plan for Graduate Studies	
Goal	To create three to five new graduate level programmes
Description	As per the Strategic Mandate Agreement (2017-20), the goal is to create five new graduate level programmes. The focus would be on creating programmes that fit under the themes of the Strategic Research Plan. Examples of potential programmes within these themes include: Master of Social Work, Master of Arts/PhD in Interdisciplinary Studies, Master of Public Health, Master of Arts in International Affairs, Master of Arts in Indigenous Studies, Masters of Management, Masters of Science in an area related to Nursing, etc.
Responsibility	Individual faculties, Office of Graduate Studies and Research
Success Measures	<ol style="list-style-type: none"> 1. The creation, implementation, and execution of three to five new programmes. 2. Ministry approval of the new graduate programmes. 3. Increase in graduate student admissions as a result of new programmes. 4. Increase in graduate student funding as a result of new programmes. (Tri-Agency, OGS, Internal Funds)

Where did we get to	<p>Preliminary discussion of new Interdisciplinary Doctoral program – ongoing</p> <ul style="list-style-type: none"> - Preliminary discussions of new MSc in Nursing program and/or health stream in the MEd program - ongoing - Environmental scan of similar institutions' Strategic Plan for Graduate Studies - ongoing - Initial discussion of Graduate Plan with Graduate Coordinators/Chair at GSC Retreat - September 2019 - Draft plan complete – presentation and deliberation of plan at GSC - winter 2020. - Submitted proposal to increase GA rate to be more in line with other Ontario universities – September 12, 2019 - Submitted proposal to offer an International Graduate Student tuition subsidy – December 17, 2019
Revised Timeline	2020 to 2025 (SMA 3 and 4)

Initiative III.B.4. Degree Architecture	
Goal	To ensure consistency throughout our degree structure
Description	Currently certificates require 15-48 credits, some are internal to degrees others are external. This project seeks to establish consistency in credentials offered by Nipissing.
Responsibility	Registrar
Success Measures	Institutional clarity on the structure of, and the role played by certificates and diplomas, within and outside degrees
Where did we get to	We're in the process of creating a chart listing all programs (degree, certs, diplomas) and their current structure, this will help us identify areas of inconsistency. The work to map current degree architecture is ongoing.
Revised Timeline	December 2021

C. Quality Assurance

The expedited institutional quality assurance audit was carried out by Ontario Universities Quality Council in early March. We received a report in August.

A new Teaching Chair in Learning Outcomes was established for a two year period.

Current IQAP reviews:
English Studies

IQAP process has been initiated for:
Child and family Studies
Gender Equality and Social Justice
History (undergraduate and graduate)
Religions and Culture

Initiative III.C. 1. NU-IQAP roll-out	
Goal	To inform Nipissing University of the new NU-IQAP after its ratification
Description	To ensure that NU-IQAP is easily accessible on-line and that opportunities are created to learn how to use it
Responsibility	PVPAR, Dean of Teaching, Director of Institutional Research and Planning
Success Measures	Compliance with Quality Assurance Framework of Ontario
Timeline	Ongoing

Initiative III.C. 2. New Programme Proposals	
Goal	To generate 1-2 new degree programme ideas per year with at least one going to external approval within three years
Description	New programmes should normally be tested as minors before attempting to offer a major or an honours degree. Minors should be monitored to see if there is potential for further development.
Responsibility	PVPAR, Registrar, Deans
Success Measures	New proposals are successfully put forward
Where did we get to	Current initiatives under development include at least the following: 1) Undergraduate studies in Environment 2) Certificates: Digital Classics, Human Rights, Gender and Sexuality Studies, Critical Socio-Legal Studies, Interdisciplinary studies, State Violence, Peace and Violence Prevention Studies 3) Interdisciplinary studies including GESJ, Child and Family Studies, Social Development, Social Welfare 4) New degrees: Data Science
Timeline	Ongoing

Initiative III.C.3. Cyclical Reviews	
Goal	To carry out required IQAP reviews <ul style="list-style-type: none"> • Provide real-time tracking mechanisms for Deans and department chairs to monitor the performance of their programs (from admissions through to degree conferral)
Description	During this year the following program is under review: Child and family Studies Gender Equality and Social Justice History (undergraduate and graduate) Religions and Culture
Responsibility	PVPAR
Success Measures	Office of Institutional Planning and Analysis Student Life Cycle Dashboard is to be created in Spring 2020.
Timeline	By June 2020

D. SMA III Preparation

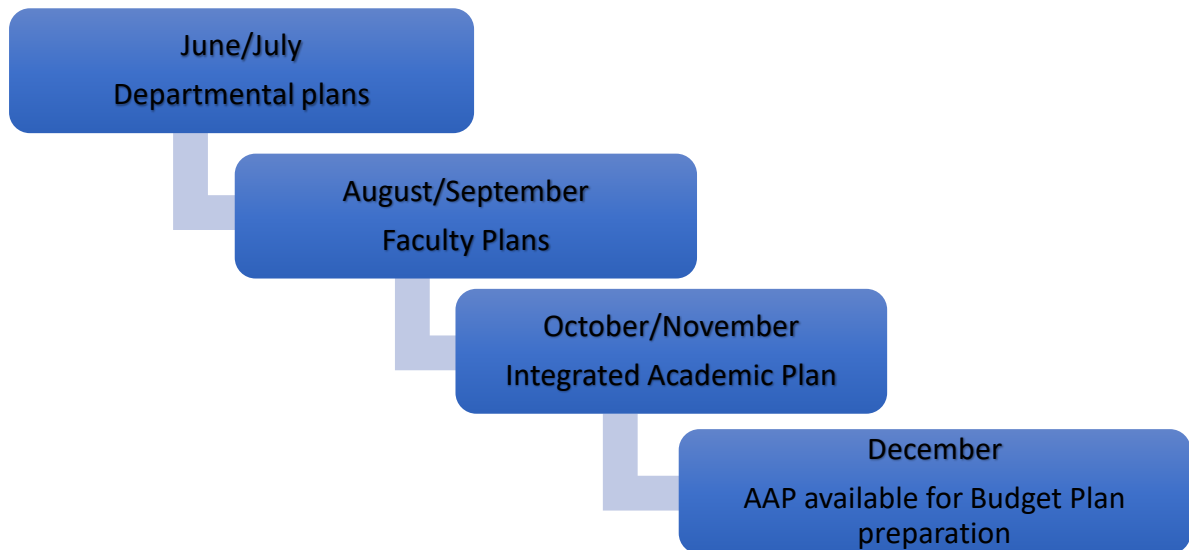
The SMA3 has been finalized and will be posted as soon as approval to do so has been received.

Initiative III.D.1 Establish SMA III Working Group - completed	
Goal	Committee struck by August 2019
Description	A working group is created that synthesizes <ul style="list-style-type: none"> • the short and long term enrolment plans based on the SEM; • institutional priorities
Responsibility	VPs, Registrar, Directors (IPA, OII, External Relations, UTS), Deans
Success Measures	Submission of a successful SMA 3
Timeline	April 2020

Initiative III.D.2. Establishing Priorities for Differentiation - completed	
Goal	Priorities are developed which are reflective of our Academic and Strategic Plans
Description	<p>Funding is provided in 3 envelopes:</p> <ul style="list-style-type: none"> • Core Operating (Enrolment Based); • Differentiation (Institutions choose areas of differentiation based on priority areas and areas of strength) <ul style="list-style-type: none"> ◦ Portions of this funding is at risk • Special Purpose (Restricted use funding) <p>Since differentiation funding is at risk, we need to ensure we focus on achievable outcomes that have a positive impact on the student experience.</p>
Responsibility	SMA III Working Group
Success Measures	SMA 3 can proceed based on this step.
Timeline	November 2019

Initiative III.D.3 Defining Institution Specific Metrics and Targets (by Category)- completed	
Goal	Metrics that are measurable and reflective of our Academic and Strategic Plans
Description	<p>Every SMA requires us to report on System Wide and Institution Specific metrics. Based on our SEM and other plans and reports we need to create metrics that will help us demonstrate our performance. The previous SMA focused on:</p> <ul style="list-style-type: none"> • Student Experience • Innovation in Teaching and Learning Excellence • Access and Equity • Applied Research and Excellence Impact • Innovation, Economic Development and Community Engagement <p>The current government is defining the new metrics for SMA3.</p>
Responsibility	SMA III Working Group
Success Measures	SMA 3 can proceed based on this step.
Timeline	November 2019

Academic Planning 2019-2022



Step 1. Access to pre-filled planning templates will be provided to Chairs and Directors by early June.

Step 2. Through a collaborative/consultative process, the budget holder will lead their unit through the planning process. The units that participated last year will use their 2019-2022 plans as the basis for new plans, i.e. it is assumed that in most cases some changes have occurred in the way the unit is run, but many pieces have stayed the same. Access to previously submitted plans will be provided.

Step 3. Avoid position requests that are not firmly based on evidence of need. If you are making a position request, please, use the template provided.

IV. Budget implications 2020-2021

No	Initiative	Lead	Budget implication
IA1	Re-organize Senate Policies	PVPAR	n/a
IA2	Revision of Senate Policies	PVPAR	n/a
IB1	Create a SEM plan	Registrar & Director of Institutional Research and Planning	Meeting costs
IC1	University-wide Plan for Indigenization	Indigenization Committee	Meeting costs + consultancy support
IC2	Development of Native Studies	PVPAR	Consultancy fee
ID1	Internationalization strategy	PVPAR	n/a
ID2	Internal response to international recruitment	PVPAR	n/a
ID3	External response to international recruitment	PVPAR	n/a
ID4	Review International Exchanges Agreement processes	AVP Students	n/a
ID5	Outbound Student Mobility	AVP Students	n/a
IE1	Dashboards for monitoring	Director of Institutional Research and Planning	
IIA1	Strategic Research Plan	Dean of Research	
IIA2	Equity, Diversity and Inclusion		n/a
IIA3	Canada Research Chairs	Dean of Research	Possibility of an external hire
IIA4	Research Communication Plan	Dean of Research	
IIA5	<i>Innovation</i>	Dean of Research	Possible hire
IIA6	<i>Research Success</i>	Dean of Research	
IIA7	<i>Centres and Institutes</i>	Dean of Research	
IIA8	<i>Pandemic Planning and Research Recovery</i>	Dean of Research	

IIB1	Dean of Teaching	PVPAR	Replaces an existing Dean's position
IIB2	Teaching Hub	Dean of Teaching	Schulich Funds
IIB3	Teaching Chairs	Dean of Teaching	Schulich Funds
IIB4	Strategic Plan for Teaching	Dean of Teaching	n/a
IIC1	Expand and strengthen Information Literacy Instruction Program	Executive Director of Library Services	n/a
IIC2	Assess learning outcomes of IL instruction sessions	Executive Director of Library Services	n/a
IIC3	Information Literacy Course	Executive Director of Library Services	n/a
IIIA1	Tenure Track Faculty Positions	PVPAR	Advertising in 2019-20 for hire in July 2020
IIIA2	Sabbaticals	PVPAR	Annually 0-3 replacements
IIIA3	Teaching releases: Administrative	Deans	
IIIA4	Teaching releases: Research	Deans	
IIIA4	Non-Faculty Positions	PVPAR	
IIIB1	New Programme Development Fund	PVPAR	Fund to support initiative
IIIB2	New Programme Marketing Initiative	PVPAR	
IIIB3	Strategic Plan for Graduate Studies	Dean of Graduate Studies	n/a
IIIB4	Degree architecture	PVPAR & Registrar	n/a
IIIC1	NU-IQAP roll-out	PVPAR	n/a
IIIC2	New Programme Proposals	PVPAR	Cost of external reviews
IIIC3	Cyclical Reviews	PVPAR	Cost of external reviews
IIID1	Establish SMA III Working Group	VPs, Registrar, Deans, Directors	Meeting costs
IIID2	Establishing Priorities for Differentiation	SMA III Working Group	n/a
IIID3	Defining Institution Specific Metrics and Targets (by Category)	SMA III Working Group	n/a

V. Appendix A Academic Plan 2017-2022

Approved by Senate on May 12, 2017

MISSION, VISION AND VALUES

MISSION – WHO WE ARE

Nipissing University will provide an exceptional and personalized student experience by:

- exemplifying the highest standards in scholarship, teaching, and research;
- encouraging students, faculty and staff to realize their full intellectual and personal potential to the benefit of our local, national, and international communities;
- recognizing our particular role in supporting northern communities, and Aboriginal, first generation, and international learners.

VISION – WHAT WE ASPIRE TO BE

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

VALUES – WHAT INSPIRES US

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

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

We embrace academic freedom.

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

1. Increase Student Enrolment

- a. develop an international recruitment strategy based on areas of institutional strengths;
- b. continue to develop partnerships with other education providers to increase the numbers of upper-year transfers to the University;

- c. identify a limited number of new professional and non-professional undergraduate programs to increase opportunities for students;
- d. strengthen and enhance recruiting and marketing activities for Aboriginal students;
- e. enhance financial aid for students;
- f. review student recruitment strategies and encourage increased faculty involvement;
- g. explore, develop and support new or innovative educational offerings
- h. develop capacity strategy for limited enrolment programs

2. Improve Student Retention, Engagement, Student Success and Degree Completion

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

3. Strengthen the University's Indigenous Mandate

- a. increase the number of educational experiences, courses and programs which have a focus in whole or in part on Indigenous issues;
- b. increase the number of Indigenous professors;
- c. review and enhance the Aboriginal Advantage program; link to all programs on campus, especially professional programs;

- d. increase partnerships with local Aboriginal communities;
- e. continue to collaborate at the national and international level on Indigenous educational initiatives;
- f. increase the amount of collaborative Indigenous focused research

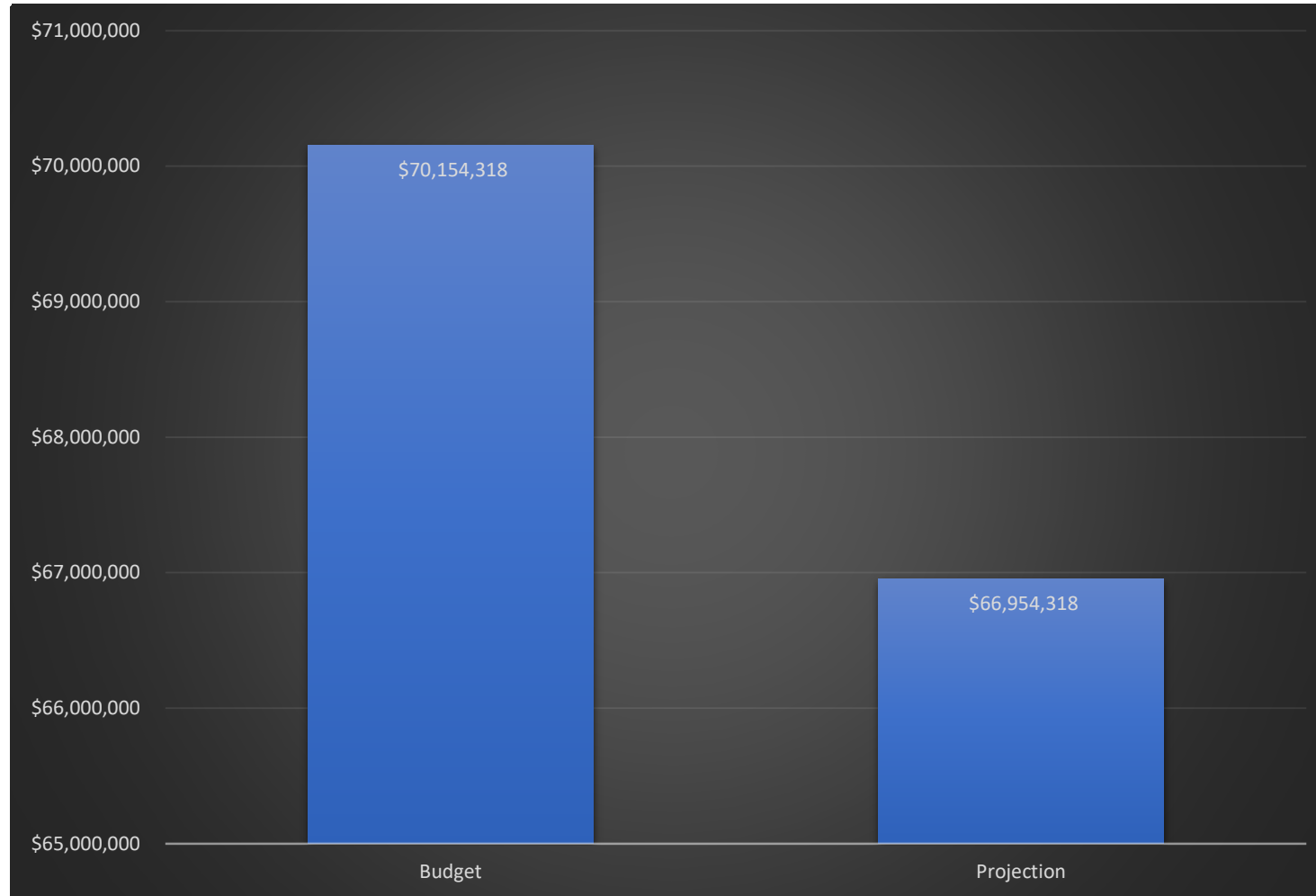
4. Strengthen the University's Research Culture

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

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

- a. establish a University center for teaching and learning;
- b. foster the development of research and evidenced-informed teaching practices to enhance student learning;
- c. support instructors to use technologies effectively to enhance student learning;
- d. enhance flexible learning spaces on campus;
- e. facilitate instructors' inquiry and research to understand and improve student learning through the scholarship of teaching and learning (SoTL);
- f. develop teaching awards and provide grants for SoTL;
- g. Incorporate the use of a 'teaching dossier' to improve professional practice;
- h. organize and host teaching and learning conferences;
- i. build communities of learnership across campus to improve student learning.

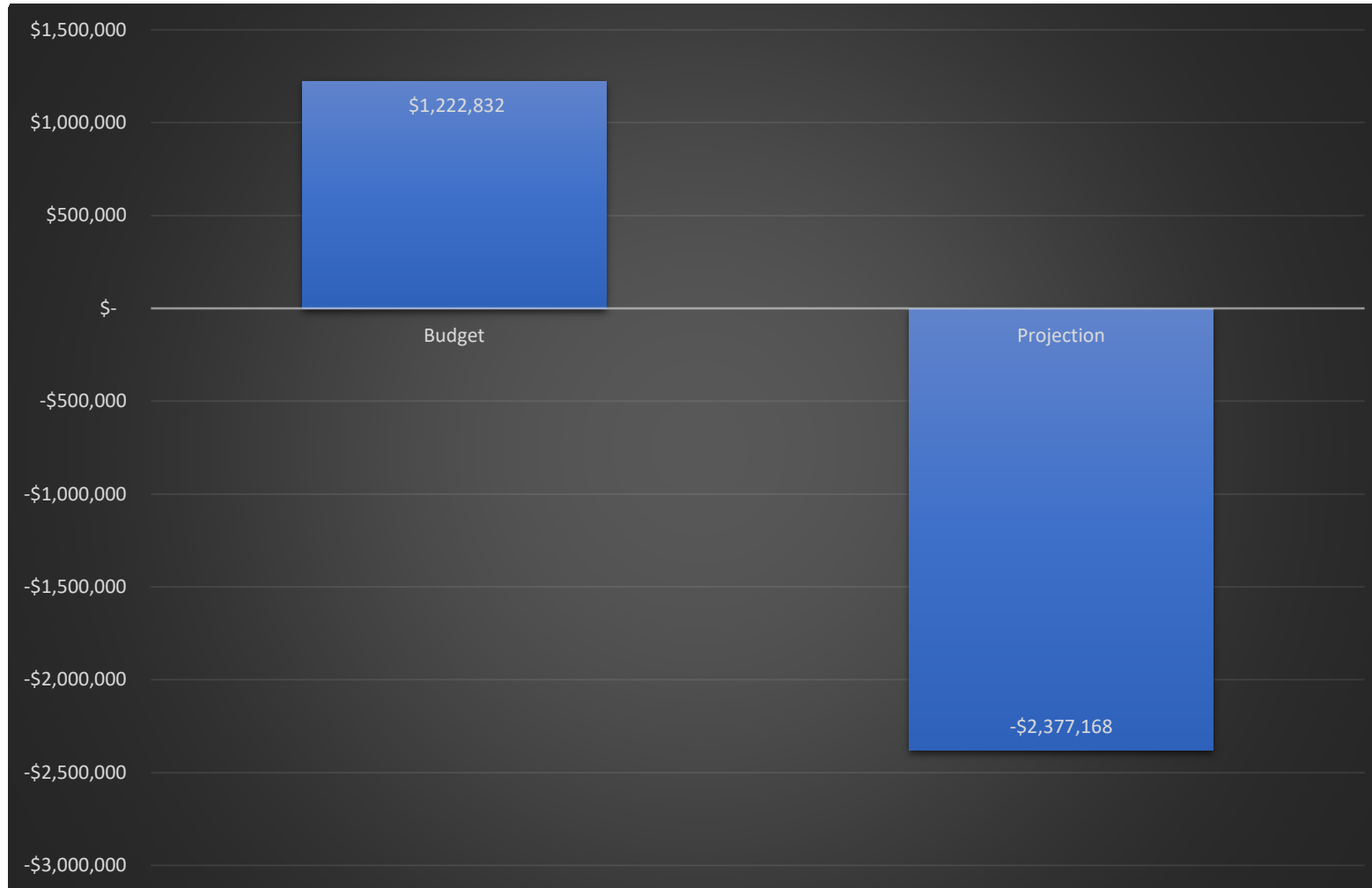
Operating Revenues



Total Operating Revenue shortfall of \$3.2 million:

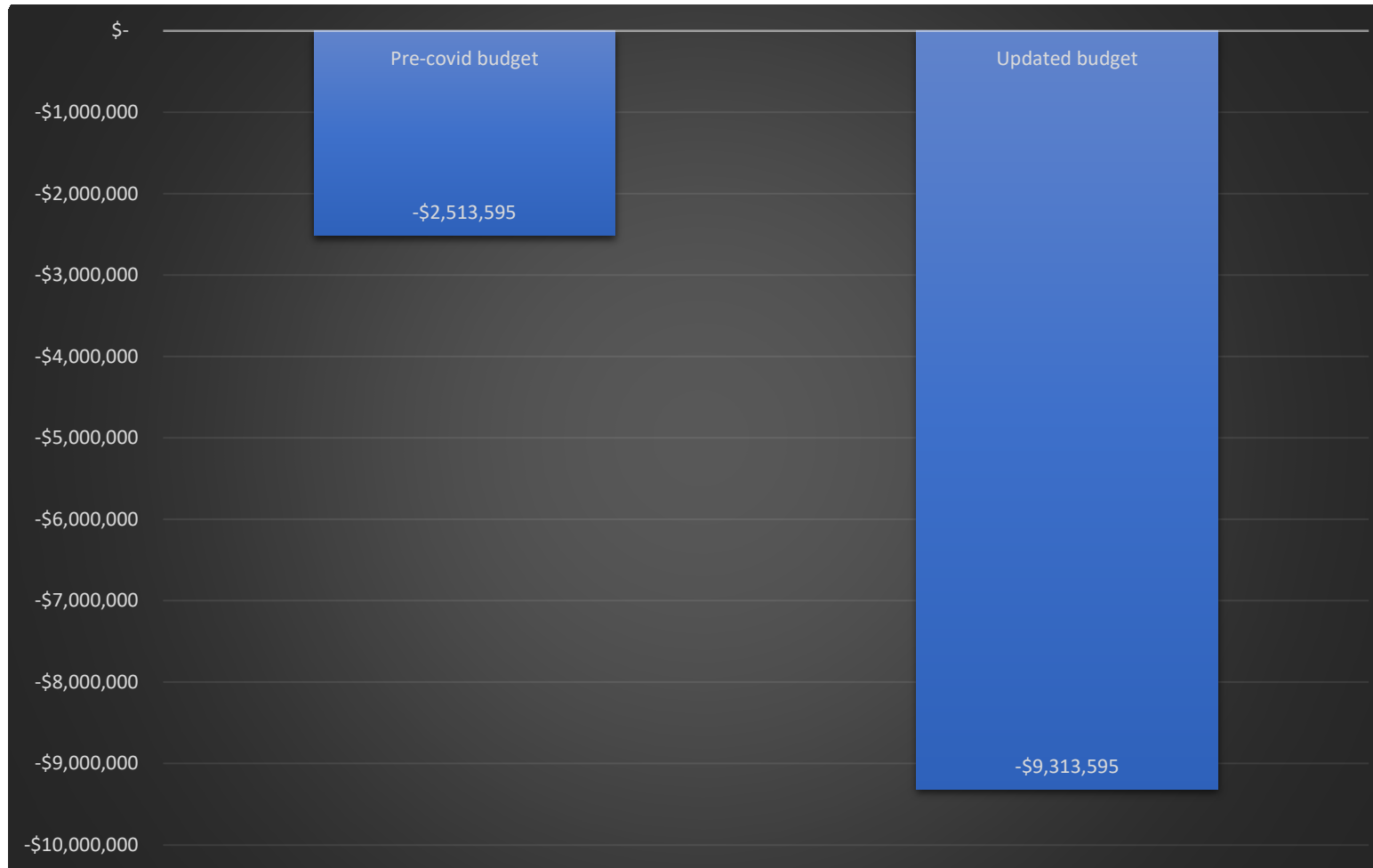
- \$2 million shortfall in international tuition (100 students * \$20,000)
- \$700k shortfall in domestic tuition compared to budget
- \$500k shortfall in other revues such as cafeteria commissions, summer camps, etc...

Ancillary surplus transfer



Total Ancillary revenue shortfall of \$3.6 million due to 30% occupancy in residence

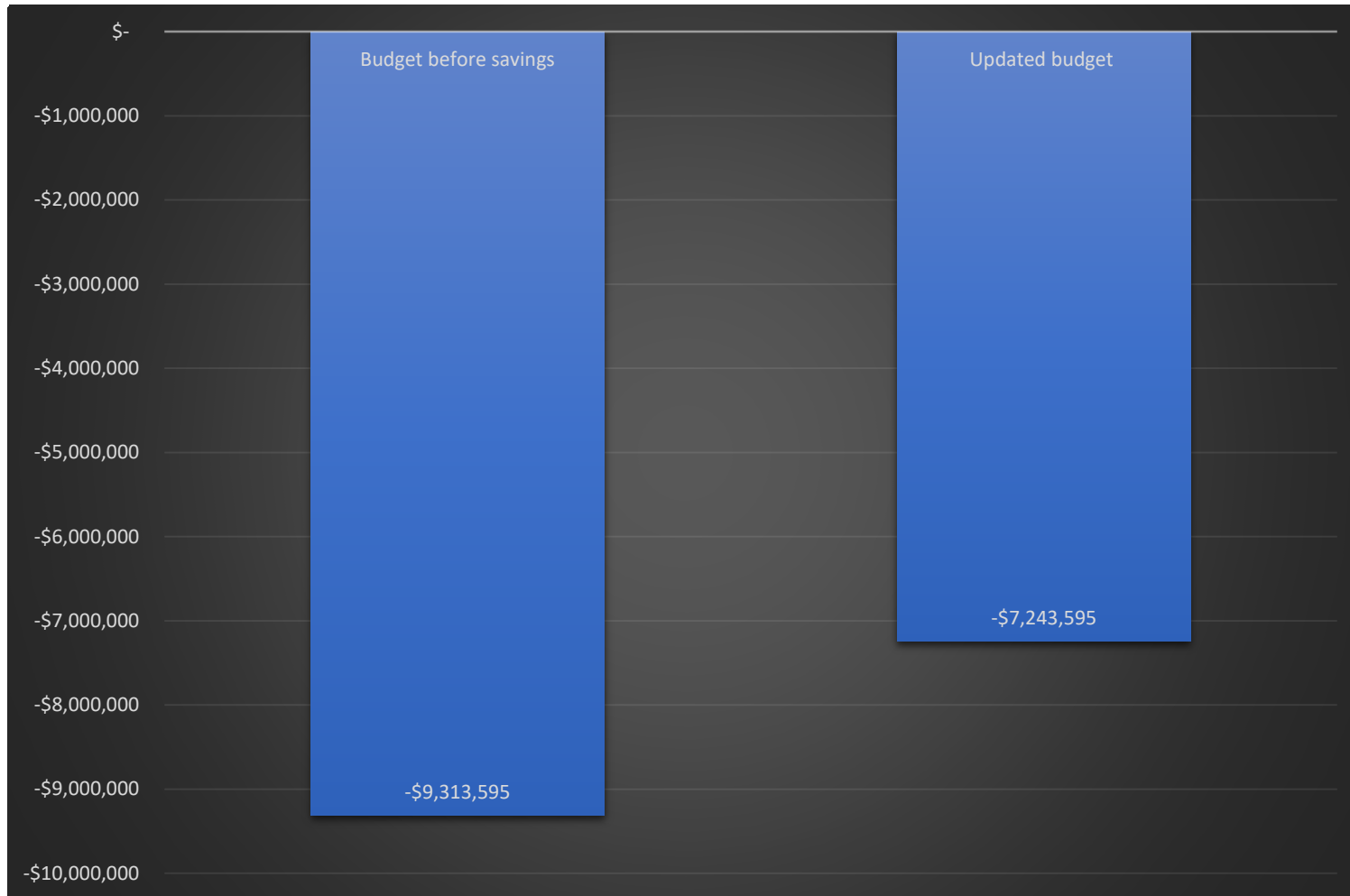
Budget impact before savings



Board approved a Pre-Covid budget of \$2.5 million deficit.

Total revenue shortfall of \$6.8 million (\$3.2 million in Operating, \$3.6 million in Ancillary) brings an updated budget deficit of \$9.3 million.

Budget impact with first round of savings



Total savings of approx. \$2 million found:

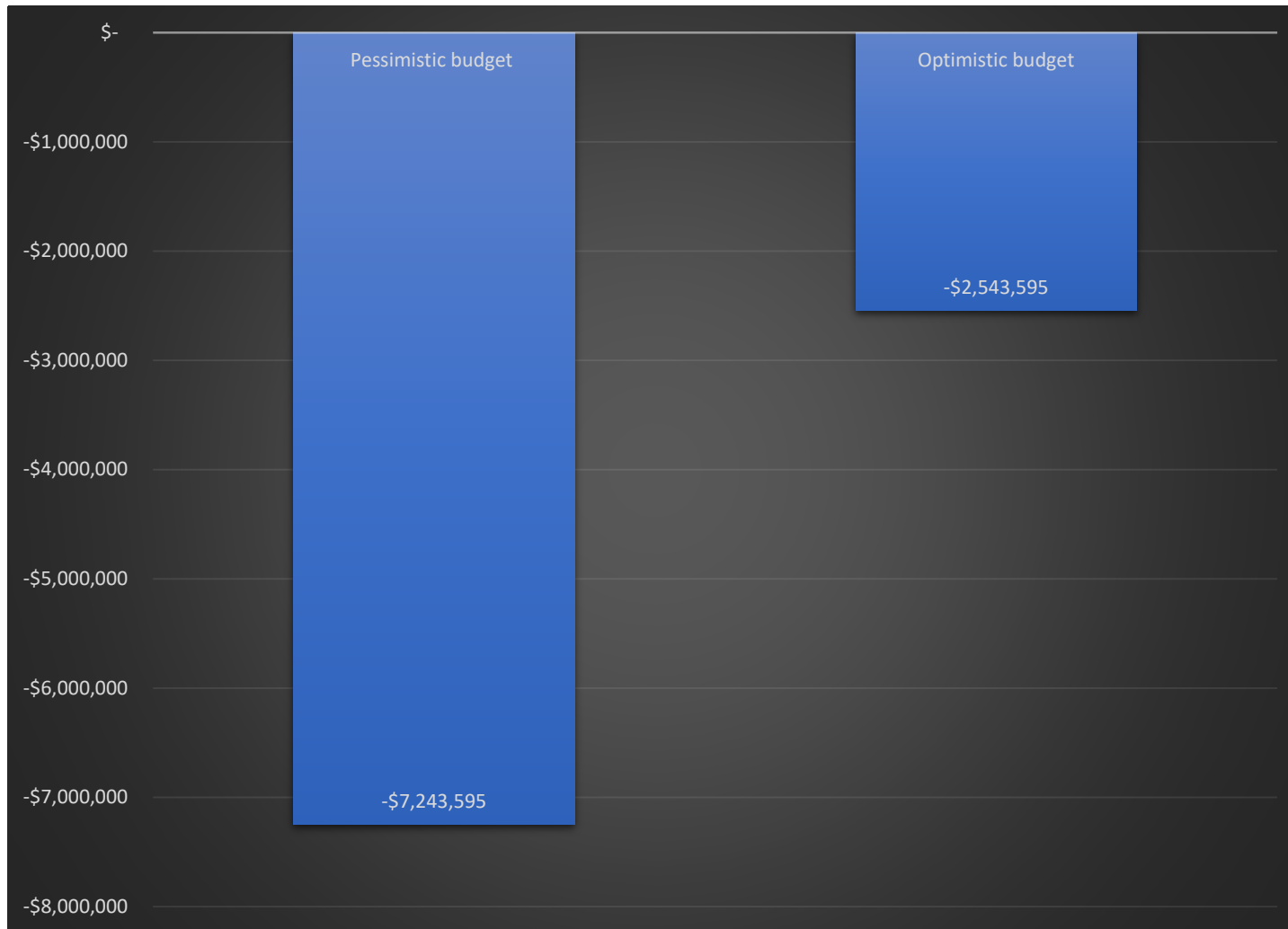
“Natural” savings in Operating of \$1.2 million:

- Reduction of travel, supplies, meals & hospitality.

Ancillary budget reductions of approx. \$870,000

- Reduction of operating expenses due to closure of 1 residence building.
- Reduction of expenses in Conference Services

Scenario planning

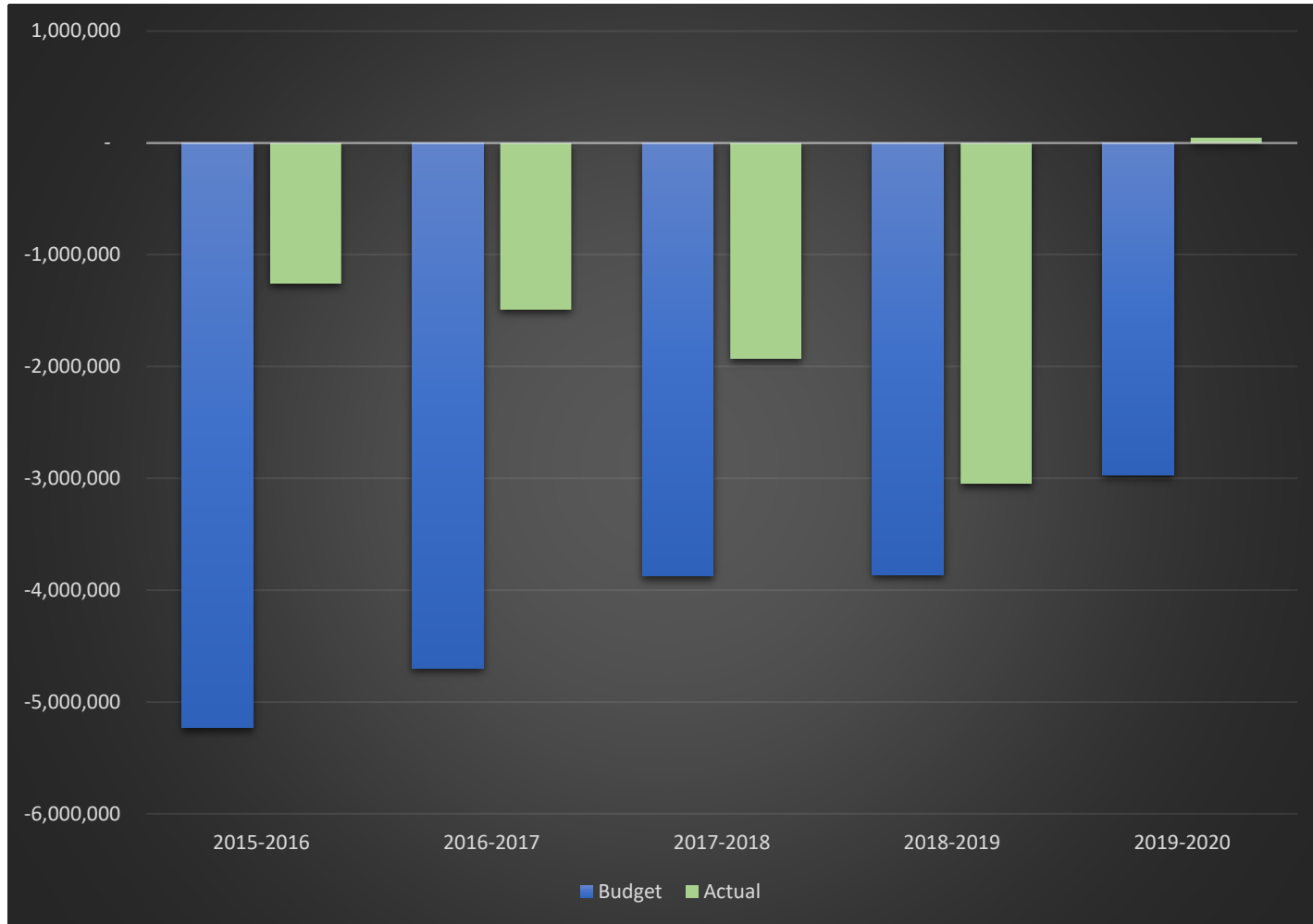


Pessimistic budget assumes no additional savings are found.

Our goal in the optimistic budget is to return to deficit of \$2.5 million:

- \$3.5 million additional funding from the province
- Achieve additional savings of \$1.2 million

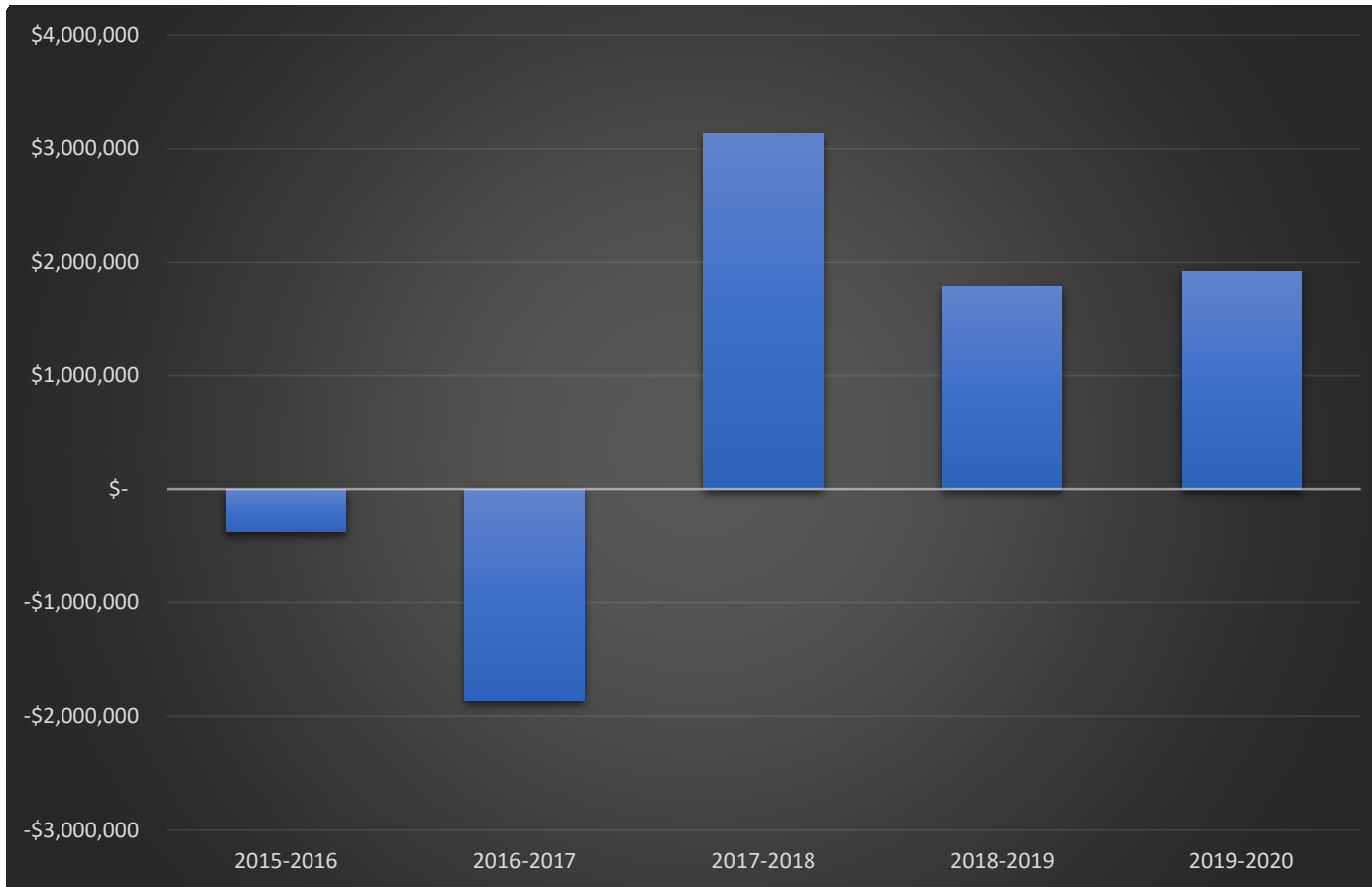
Historical budget vs. actual (Operating Fund)



Historically we have been able to achieve significant savings over budget.

2019-20 small surplus due to additional Ministry funding, large hydro rebate opportunity, and some savings due to the pandemic.

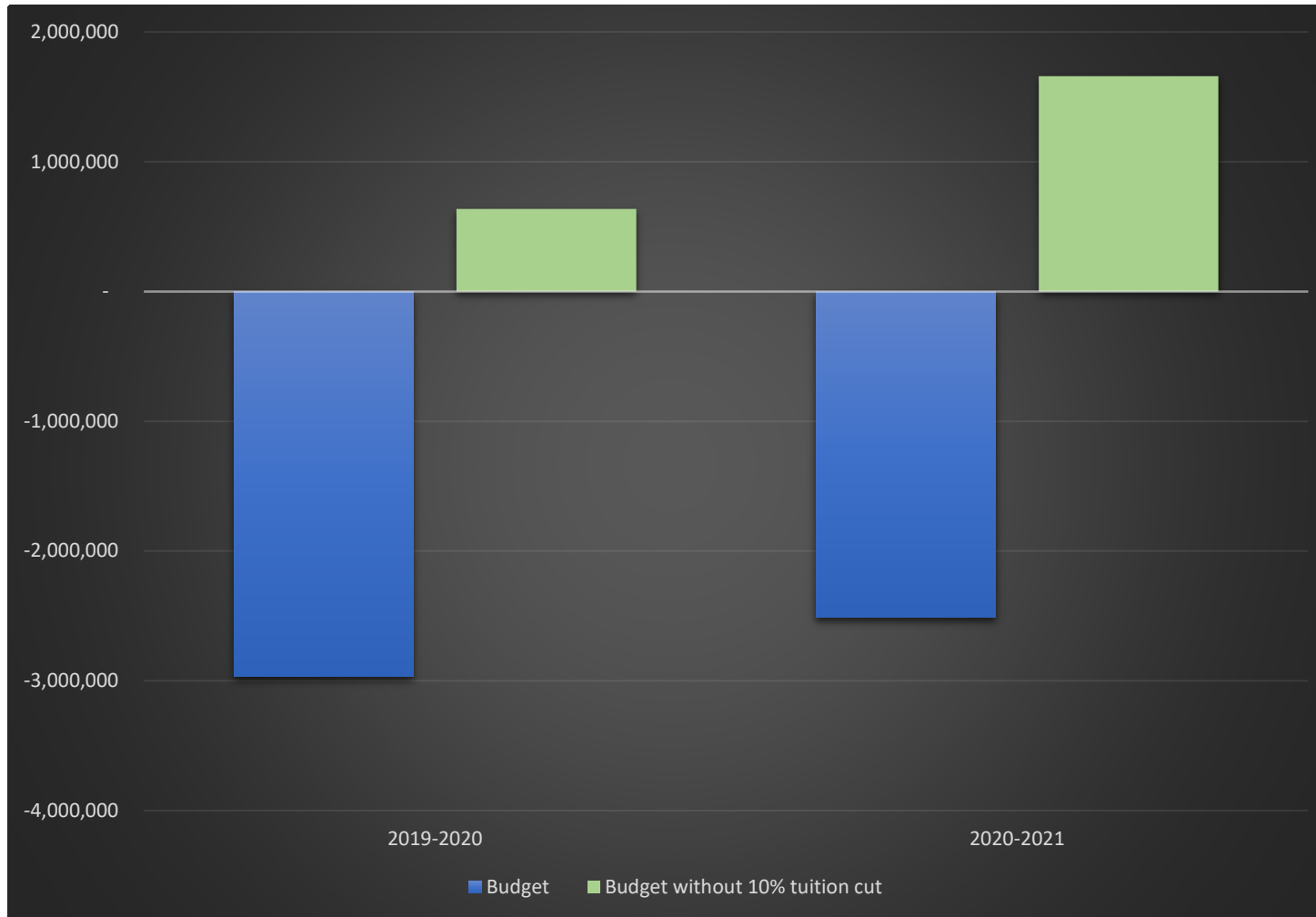
Unrestricted operating net assets



Unrestricted operating net assets (reserves) are not enough to cover the projected shortfall. Our history of deficits have depleted our reserves.

Influx in 2017-2018 with the sale of Bracebridge campus.

10% tuition cut impact



Had we been able to continue increasing tuition by 3% annually, we would be in a surplus budget position in the last 2 years.

One of our strategies to increase revenues is to increase international enrolment. We will continue to work at diversifying our revenue streams as we work through sustainability.

Summary

- Significant revenue shortfalls due to the pandemic, there are not enough reserves to cover.
- We are working with budget holders to find savings, more savings anticipated with winter delivery mostly online.
- Cautiously optimistic that we will receive Ministry funding (due to 10% tuition cut impact, unrestricted operating net assets)
- We must work together to find ways to increase revenues in the long term, including finding innovative ways (Ex: continuing Ed, micro credentials, further international initiatives, etc..)





NUAAB General Meeting

NUAAB

- The NUAAB had their first meeting of the 2020/2021 season on Sept. 17. The members for this year are:
 - Mitchell Crown – Vice-President
 - Lisa Snider
 - Alyssa Doyle
 - Laurel Muldoon
 - Hugh McDermid
 - Darcy McMeekin
 - Nathan Snider
 - Brittany Fisher
 - Dawn Lamothe
 - Ryan Hehn – BOG Rep
 - Hannah Mackie – NUSU
 - NUSA – Vacant

TD Insurance Fall Marketing Campaign

- Early last month our TD Home & Auto marketing campaign ran for 3 weeks. As a graduate of NU our alumni have access to exclusive rates on Home & Auto, Life & Health and Dental & Medical insurance through TD Insurance. For every new policy, a portion of the revenues goes to support the NUAAB and its initiatives (like scholarships and bursaries).

NUSU Food bank Donation

- The NUAAB donated an additional \$3000 towards the NUSU student food bank in September to help our students struggling with food insecurity during the pandemic. Many items are still needed and financial donations are welcome as well. Please email services@nusu.com for more information or to give.

NU Café

- This month we turned our attention to students and worked towards educating them on the value of building their career network early. We saw 62 new members join the hub in that email and social media promotion. We have 410 members on the hub as of Oct 2.

Alumni Awards

- Our 2020 alumni award winners have been selected and we will be sharing the great news with the NU Community in the next few weeks. More details of the celebration will be included in that communication. Stay tuned!



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Nipissing University Student Union

NUSU Senate Report Friday, 9th October, 2020

Board of Directors and Academic Senators

We recently held our by-elections and we are pleased to welcome Aamil Mohammed Ferhath, Curtis Tilbury, and Mercedes Fichaud to our Board of Directors and Ashley Locke as Graduate Student Senator. We are excited to work with them over the next few months and continue to advocate for students.

NUSUTalks Instagram Live

NUSU is hosting an Instagram Live each week featuring administration, staff, faculty, students and community members. This has been well received by our students. These interviews can be found on our Instagram IGTV.

All Out September 30th

NUSU and the Equity Centre joined a nation-wide strike to support Black and Indigenous students, staff and faculty on September 30th. Part of the demands from All Out September 30th included: The recognition and implementation of Orange Shirt Day, Free and accessible education for all, more Black and Indigenous faculty, teachers and staff, and the implementation of race-based data.

Shinerama

Congratulations to our VP Advocacy and Awareness, Mykayla King, who has been recognized nationally by Shinerama as August's Shiner of the Month. Thank you to the staff and faculty who donated to our Shinerama campaign this year.

Faculty Profile

After reading week NUSU will begin to feature a faculty member on our social media every Friday. Any faculty member wishing to participate can do so by going to nusu.com/faculty. Professor Gorman was kind enough to send this link out earlier this week. We know that students will enjoy getting to know who our faculty are outside of the classroom.

Student Centre

Our student centre is nearing completion and we are looking to be moved into the building in November. We will not be opening the student centre to students until the new year.

The NUSU Student Centre was recently featured in CW Media's Award Magazine, an architectural, design and construction magazine. Thank you to Meghan Venasse and Brendan O'Connor for working on this project with us. You can view the article at nusu.com/studentcentre.