

Nipissing University
Minutes of the Academic Senate Meeting
June 26, 2023
2:30 p.m.
Room F210 & Zoom Videoconference

Members Present:

K. Wamsley (Chair), C. Richardson, B. Law, C. Mady, P. Maher, D. Walters, D. Iafrate, N. Black

S. Connor, J. Dech, H. Earl, R. Gendron, A. Hatef, K. Lucas, C. McFarlane, J. Murton, G. Phillips, S. Srigley, N. Stevens, L. Thielen-Wilson, R. Vernescu, R. Wenghofer, S. Winters

C. Anyinam, A. Armenakyan, J. Barker, C. Greco, D. Hay (Speaker), T. Horton, T. McParland, J. Muterera, G. Raymer

C. Irwin, L. Sinclair

R. Hehn

R. McEntee, E. Cooke, H. Panchal, P. English, S. Greco

Absent With Regrets:

C. Sutton, L. Chen, S. Renshaw, M. Saari, M. Tuncali, O. Pokorny, S. Fiddler, J. Allison, G. Brown, R. Hoffman, L. Peachey, P. Ravi, T. Sibbald, R. Vanderlee

The Senate Speaker offered a Traditional Territory acknowledgement.

Approval of the Agenda of the Senate Meeting of: June 26, 2023

Motion 1: Moved by T. Horton, seconded by R. Wenghofer that the agenda of the Senate meeting of June 26, 2023 be approved.
CARRIED

Adoption of the Minutes of the Senate Meeting of: May 12, 2023

Motion 2: Moved by G. Phillips, seconded by S. Winter that the minutes of the Senate meeting of May 12, 2023 be adopted.
CARRIED

Reports From Other Bodies

The President provided a report which is appended to these minutes. The Strategic Plan, *Pathways: Our Commitments to Water, Land, and People*, sent out by email to the university community and included in the Senate agenda, was brought to Senate for endorsement. President Wamsley recognized members of the Strategic Planning Steering Committee who dedicated over three hundred (300) hours to this process.

On behalf of NUFA's Gender, Equity, and Diversity Committee, concerns were expressed that, although there was an open invitation for individuals and departments to participate in the consultation process, the Committee felt there was no equity-informed consultation plan. The Committee questioned if there will be an opportunity to collaborate with students, staff and faculty groups who have expertise in DEI fields, in order to develop additional paragraphs for the Strategic Plan that address DEI values, goals, and pathways more explicitly. The President advised that the Steering Committee endeavoured to respond to everyone that provided feedback and focus groups were established to identify barriers to ensure the full participation of equity deserving groups. He advised that the creation of an operational plan will be informed throughout the coming year. Additionally, the Equity Audit will establish a foundation of change on campus for years to come. He thanked the NUFA Gender, Equity, and Diversity Committee for their comments and advised that this feedback will be taken into consideration.

Motion 3: Moved by K. Wamsley, seconded by G. Phillips that the Academic Senate endorse the 2024-2029 Nipissing University Strategic Plan.
CARRIED

The Provost and Vice-President Academic and Research (Interim) provided a written report. The report is attached to the minutes.

The Board of Governors provided a written report. The report is attached to the minutes.

The Alumni Advisory Board provided a written report. The report is attached to the minutes.

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

Question Period

A request was made for an update on amendments to Bill 26 – *Strengthening Post-secondary Institutions and Students Act, 2022*, involving sexual misconduct on campuses, and an inquiry was made around the status of the policy. The Provost noted that the current policy will stand until the revised policy is approved by the Board of Governors. Proposed changes to the policy were circulated to several stakeholders and questions and feedback continue to be gathered. As this is a Ministry requirement, the information will be readily available, including on our website.

An update on the creation of an Indigenous breadth requirement, originally discussed at the February 2022 Senate meeting, was requested. The Provost advised that discussions had been ongoing and that it would not only be the purview of the ACC. A list of courses has been identified as already containing Indigenous content. With a Strategic Plan in place, and a corresponding Academic Plan, discussions will be held at AQAPC to determine how to best proceed.

November 2022 was the anniversary of Nipissing University signing on to the Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education. A progress update was requested, and the President reported that he attended a conference in Vancouver last year with the signatory universities and a menu of activities appropriate for all universities across Canada is currently being established. A minimum standard came to the forefront during the conference, highlighting that different universities have different resources and some of the elements of the charter would not be applicable to all universities. Once further information becomes available, he will advise.

In response to concerns expressed regarding part-time instructors and LTAs that are not returning due to retirement or accepting positions at other universities, the Provost recognized

that when professors leave and part-time instructors are not hired back into the same positions that it does create frustration, but that Collective Agreements are in place and the University must abide by them. She advised that there is a process as we continue to work within the confines of our fiscal reality, and that tenure-track positions, LTAs and part-time faculty are being advertised for as needed.

Reports of Standing Committees and Faculty or University Councils

Senate Executive Committee

Motion 4: Moved by K. Wamsley, seconded by G. Phillips that the Report of the Senate Executive Committee dated June 18, 2023 be received.
CARRIED

Academic Appeals and Petitions Committee

Motion 5: Moved by D. Iafrate, seconded by R. Wenghofer that the Annual Report of the Academic Appeals and Petitions Committee dated April 20, 2023 be received.
CARRIED

Academic Awards Committee

Motion 6: Moved by D. Iafrate, seconded by R. Hehn that the Annual Report of the Academic Awards Committee dated April 20, 2023 be received.
CARRIED

Academic Curriculum Committee

Motion 7: Moved by C. Richardson, seconded by G. Phillips that the Report of the Academic Curriculum Committee dated June 12, 2023 be received.
CARRIED

Faculty of Arts & Science

Motion 8: Moved by C. Richardson, seconded by D. Iafrate that Senate approve that the following statement **be removed** from the Bachelor of Arts, Bachelor of Science, and Bachelor of Fine Arts degree requirements:

"Must successfully complete ACAD 1601 within the first 60 Nipissing credits. ACAD 1601 will count towards three credits of the Humanities (Group I) requirement."

The following four questions were requested to be included in the Senate minutes:

Question 1: There are two statements in this motion and the rationale offered in the ACC Report only speaks to the second. Where is the rationale for the first statement, about removing ACAD1601 as a requirement?

Question 2: The ACAD Review Committee Report is offered as "additional rationale for this motion." Recommendation #1 supports the second sentence of this motion. Recommendation #2 does not: it states, "wider discussion across both Faculties is needed." Therefore, why isn't the first part of this motion being referred to Faculty Councils?

Question 3: Why have Recommendations 3, 4, and 5 not resulted in motions for Senate?

Question 4: The conclusion of the Report states that "final consultation regarding these recommendations should begin once the new Provost and Vice-President Academic is in place." Given that she is not yet in place, why is there a motion at today's Senate?

Following a lengthy discussion including the pros and cons of removing the ACAD 1601 course requirement, a request for a secret ballot was made. As there was no way to ensure confidentiality during the meeting for on-line Senators, it was decided that an email including an anonymous Microsoft Forms poll be sent only to those Senators in attendance in-person and on-line. The results of the poll will be announced by email following the vote and reported under Business Arising in the next Senate Agenda.

Environmental Studies

Motion 9: Moved by C. Richardson, seconded by J. Murton that Senate approve that ENST-5346 Integrated Watershed Management be unbanked.
CARRIED

Computer Science

Motion 10: Moved by C. Richardson, seconded by D. Walters that Senate approve the new Post Baccalaureate Diploma in Artificial Intelligence and Machine Learning as outlined in the attached supporting documentation.
CARRIED

Faculty of Education and Professional Studies

School of Nursing

Non-substantive: The course title for NSGD 2007 Concepts in Mental Health Nursing be changed as outlined below and in line with the major modification proposal.

From: NSGD 2007 Concepts in Mental Health Nursing

To: NSGD 2007 Concepts in Mental Health and Addictions

Non-substantive: The academic calendar course description for NSGD 2007 Concepts in Mental Health and Addictions be changed as outlined below and in line with the major modification proposal.

From: This course provides an overview of the theory and practice of effective communication, with emphasis on cultural and therapeutic relationships. Students will cultivate skills in the use of empathy, assertiveness, and conflict resolution. Students will review assessment of individuals with mental health concerns and strategies for intervening to assist these persons to meet their goals.

To: Students examine the concepts of addictions, mental health and illness, and concurrent disorders. They explore the prevention and treatment continuum in Canada, and various perspectives including historical and cultural. Frameworks and models used in practice are addressed and current practices and strategies for supporting individuals and their families experiencing mental illness and addictions across the life span are discussed, including research and best practice guidelines.

Motion 11: Moved by C. Richardson, seconded by C. Mady that Senate consider motions 13 to 31 as an omnibus motion.
CARRIED

Motion 12: Moved by C. Richardson, seconded by C. Anyinam that Senate approve motions 13 to 31 as an omnibus motion.
CARRIED

Motion 13: That Senate approve that the learning objectives for NSGD 2007 Concepts in Mental Health and Addictions be changed as outlined in the attached supporting documentation.

Non-substantive: The pre-requisites for NSGD 2007 Concepts in Mental Health and Addictions be changed as outlined below and in line with the major modification proposal.

From: Prerequisites: ACAD 1601, BIOL 1011, NSGD 2147, NSGD 2116 NSGD 2117

To: Pre-requisites: NSGD 2216, NSGD 2147, and NSGD 2256 with a minimum grade of 60%; ACAD 1601, BIOL 1011

Non-substantive: The course title for NSGD 2147 Professional Nursing Practice be changed as outlined below and in line with the major modification proposal.

From: NSGD 2147 Professional Nursing Practice

To: NSGD 2147 RPN to BScN Role Transition

Motion 14: That Senate approve that NSGD 2226 Concepts in Reproductive Health and Developmental Growth be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.

Motion 15: That Senate approve that NSGD 2236 Population Health be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.

Motion 16: That Senate approve that NSGD 2246 Chronic Illness and Palliative Health Challenges be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.

Motion 17: That Senate approve that NSGD 2256 Advanced Health Assessment and Clinical Reasoning be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.

Non-substantive: The course title for NSGD 3006 Nursing Theories be changed as outlined below and in line with the major modification proposal.

From: NSGD 3006 Nursing Theories

To: NSGD 3006 Theoretical Foundations of Nursing Practice

Non-substantive: The academic calendar course description for NSGD 3006 Theoretical Foundations of Nursing Practice be changed as outlined below and in line with the major modification proposal.

From: This course focuses on the exploration of the evolution of scientific nursing theories over time. The role and relationship of nursing theory to practice, education and research will be presented using selected grand, mid-range and practice specific theories as examples.

To: Students explore the history of nursing and the development of the scientific and theoretical basis of nursing practice with an emphasis on conceptual models, frameworks, patterns of knowing and selected nursing theories. They critically examine how nursing theories and models relate to practice, education, and research and how they are applied.

Motion 18: That Senate approve that the learning objectives for NSGD 3006 Theoretical Foundations of Nursing Practice be changed as outlined in the attached supporting documentation.

Non-substantive: The pre-requisites for NSGD 3006 Theoretical Foundations of Nursing Practice be changed as outlined below and in line with the major modification proposal.

From: Prerequisites: ACAD 1601, NSGD 2147, NSGD 2116, NSGD 2117, NSGD 2007, NSGD 2017

To: Pre-requisites: NSGD 2147 with a minimum grade of 60%; ACAD 1601

Motion 19: That Senate approve that NSGD 3116 Concepts in Family and Community Health be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.

Motion 20: That Senate approve that NSGD 3126 Indigenous Health and Wellness be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.

Motion 21: That Senate approve that NSGD 3706 Practice Experience 1 be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.

Motion 22: That Senate approve that NSGD 3707 Practice Experience 2 be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.

Non-substantive: The course title for NSGD 4137 Complex Health Challenges II be changed as outlined below.

From: NSGD 4137 Complex Health Challenges II

To: NSGD 4137: Complex and Multi-System Health Challenges

Non-substantive: The academic calendar course description for NSGD 4137 Complex and Multi-System Health Challenges be changed as outlined below.

From: Students develop and refine critical thinking strategies required to provide safe nursing care for acutely ill clients. Using caring theory and evidence-informed processes, students learn advanced concepts relevant to the care of individuals, families, and communities experiencing complex health challenges. The complex health challenges explored will include gastrointestinal disorders, renal dysfunction, musculoskeletal disorders, neurological disorders, respiratory emergencies, and trauma.

To: Students build on previous knowledge and learn about concepts relevant to the care of individuals and families, groups and communities experiencing varying levels of severity of complex and multi-system health challenges. Students examine nursing care and develop clinical judgement skills in this context using a patient-centred, holistic, evidenced-informed and culturally humble approach, considering interprofessional collaboration in health care.

Motion 23: That Senate approve that the learning outcomes for the course NSGD 4137 Complex and Multi-System Health Challenges as outlined in the attached supporting documentation.

Non-substantive: The pre-/co- requisites for NSGD 4137 Complex and Multi-System Health Challenges be changed as outlined below and in line with the major modification proposal.

From: Prerequisites: All 2000 and 3000 level NSGD courses in the RPN to BScN Blended Learning Program with a passing grade of 60% or SAT, BIOL 1011, BIOL 2116, MATH 1257, NSGD 4136
Corequisites: NSGD 4026

To: Pre-requisites: All 2000 and 3000 level NSGD courses with a minimum grade of 60% or SAT; BIOL 1011, BIOL 2116, MATH 1267
Co-requisites: None

Motion 24: That Senate approve that NSGD 4706 Practice Experience 3 be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.

Motion 25: That Senate approve that NSGD 4704 Integrated Practice Experience be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.

Motion 26: That Senate approve that NSGD 4236 Population and Community Health Nursing Practice be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.

Motion 27: That Senate approve that NSGD 4276 Promoting Healthy Workplace Environments be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.

Motion 28: That Senate approve that NSGD 4256 High Acuity Nursing be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.

- Motion 29: That Senate approve that NSGD 4266 Advanced Topics in Leadership and Management be added to the academic calendar as outlined in the attached supporting documentation and in line with the major modification proposal.
- Motion 30: That Senate approve that NSGD 4246 Disability, Society, and Health Care be added to the academic calendar as outlined in the attached supporting documentation, and in line with the major modification proposal.
- Motion 31: That Senate approve that NSGD 4286 Advanced Pharmacotherapeutics be added to the academic calendar as outlined in the attached supporting documentation, and in line with the major modification proposal.
Motions 13-31, as omnibus, CARRIED
- Motion 32: Moved by C. Richardson, seconded by C. McFarlane that Senate approve the RPN to BScN Blended Learning Program Major Modification Proposal as outlined in the attached document.
CARRIED

Non-substantive: The pre-requisites for NSGD 2216 Critical Inquiry and Evidence Informed Practice be changed as outlined below and in line with the major modification proposal.

From: Prerequisites: ACAD 1601, NSGD 2147, NSGD 2116, NSGD 2117

To: Pre-requisites: none

Non-substantive: The prerequisites for NSGD 3216 Research in Practice be changed as outlined below and in line with the major modification proposal.

From: Prerequisites: All RPN to BScN NSGD courses at the 2000-level with a passing grade of 60% or SAT; MATH 1257

To: Pre-requisites: NSGD 2216, NSGD 2147, and NSGD 3006 with a minimum grade of 60%; MATH 1267

Non-substantive: The pre-requisites for NSGD 3336 Culture and Nursing Practice be changed as outlined below and in line with the major modification proposal.

From: Prerequisites: ACAD 1601, BIOL 1011, NSGD 2116, NSGD 2117, NSGD 2147, NSGD 2216, NSGD 2007, NSGD 2017

To: Pre-requisites: NSGD 2147, NSGD 2216, and NSGD 2256 with a minimum grade of 60%; ACAD 1601

Non-substantive: The prerequisites for NSGD 4777 Leadership in Action be changed as outlined below and in line with the major modification proposal.

From: Prerequisites: All 2000 and 3000-level RPN to BScN Blended Learning NSGD courses with a minimum grade of 60% or SAT, NSGD 4136, NSGD 4137, NSGD 4026

To: Pre-requisites: All 2000 level NSGD courses, NSGD 3006, NSGD 3336, NSGD 3126 and NSGD 3216 with a minimum grade of 60%Education

- Motion 33: Moved by C. Richardson, seconded by C. Mady that Senate approve that the change of wording be made to the Education section of the *NU Academic*

Standing and Progression policy as outlined in the attached supporting documentation.

Transfer Credit/Pathways

Motion 34: Moved by C. Richardson, seconded by C. McFarlane that Senate approve the transfer credit pathway for graduates of the Computer Engineering Technician to the Bachelor of Science degree (Honours Specialization, Specialization or three-year degree) in Computer Science at Nipissing University.
CARRIED

Motion 35: Moved by C. Richardson, seconded by C. Mady that Senate approve the amendment to the transfer credit pathway for graduates of the Computer Engineering Technology to the Bachelor of Science degree (Honours Specialization or Specialization) in Computer Science at Nipissing University to include all Ontario Colleges.
CARRIED

Academic Quality Assurance and Planning Committee (AQAPC)

Motion 36: Moved by C. Richardson seconded by N. Black that the Report of the Academic Quality Assurance and Planning Committee dated May 19, 2023 be received.
CARRIED

Motion 37: Moved by C. Richardson seconded by N. Black that Senate approve the attached Nipissing University Institutional Quality Assurance Protocol (NU-IQAP), re-ratified by Quality Council on May 8, 2023.
CARRIED

By-laws and Elections Committee

Motion 38: Moved by C. Richardson, seconded by S. Winters that the Report of the By-Laws and Elections Committee dated May 25, 2023 be received.
CARRIED

Graduate Studies Committee

Motion 39: Moved by B. Law, seconded R. Hehn that the Annual Report of the Graduate Studies Committee dated May 1, 2023 be received.
CARRIED

Honorary Degrees Committee

Motion 40: Moved by K. Wamsley, seconded by S. Srigley that the Annual Report of the Honorary Degrees Committee dated April 12, 2023 be received.
CARRIED

Joint Committee of the Board and Senate on Governance

Motion 41: Moved by K. Wamsley, seconded by S. Srigley that the Annual Report of the Joint Committee of the Board and Senate on Governance Committee dated April 24, 2023 be received.
CARRIED

Research Committee

Motion 42: Moved by B. Law, seconded by S. Winters that the Annual Report of the Research Committee dated May 1, 2023 be received.
CARRIED

Teaching and Learning Committee

Motion 43: Moved by G. Raymer, seconded by R. Hehn that the Report of the Teaching and Learning Committee dated May 30, 2023 be received.
CARRIED

Motion 44: Moved by G. Raymer, seconded by C. Mady that Senate approve the attached Generative AI for Instructors and Generative AI for Students documents.
CARRIED

The Provost thanked the Teaching and Learning Committee for drafting the Generative AI for Instructors and Generative AI for Students documents, advising that they are for information only and are for consideration and discussion in the upcoming year.

Amendment of By-Laws

NOTICE OF MOTION

Rationale:

To streamline the election nomination process, the following language (changes in bold and strikethrough) was recommended:

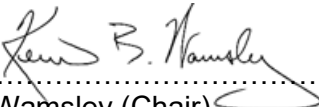
- 4.3 Annual Election Procedures for Representatives Allocated to Each Faculty
(c) Nominations shall be submitted in writing to the Dean, signed by the ~~nominee~~ and ~~the~~ **nominator who is an** eligible voters, not later than 28 February each year.


Announcements

The Deans read out the June 2023 graduands by faculty and degree and congratulated the students and faculty on their achievements.

Adjournment

Senate was adjourned at 4:27 p.m.


.....
K. Wamsley (Chair)


.....
S. Lardriault (Senate Secretary)

University Senate
26 June 2023

President's Report

Good afternoon, Senators, welcome to our June Senate meeting, one that was adjusted to provide our Strategic Plan Steering Committee a bit more time to complete its work.

Hard to believe that I have almost completed my second year as President. Recall that in my first in-person Senate meeting in the Fall of 2021, that I wanted to emphasize the importance of treating each other with respect – asking important questions always, but in a way so as not to demean the work of others. I wish to emphasize that again because I believe that we have slipped a bit insofar as some of our staff are feeling quite stressed about our proceedings and not feeling appreciated and that some faculty members have no interest in joining our proceedings. So, I ask you, from the Chair of Senate's position, to please be respectful towards all of our members and non-members in the way that you pose your questions and make your comments because in both the short and long term, it makes us a better university.

I am very pleased to report that our Equity Audit Action Planning Task Force is moving closer to the stage where we will post our RFP and hopefully begin the audit process in the Fall and to initiate an action plan as soon as possible.

I wish to thank all of our Convocation volunteers for a very well-organized and successful week – we had many thankful students and many grateful parents and families. During these convocation ceremonies, we had the pleasure of celebrating some of our award winners. Today, I would like to recognize the Chancellor's award winners for teaching, research, and service: for excellence in Research, Dr. Rob Breton and Dr. Mary Pat Sullivan; for excellence in Teaching, full time faculty Dr. Wendy Peters and Dr. John Vitale and part time faculty Dr. Jonathan Pitt; for excellence in Service, Dr. Blaine Hatt. Congratulations to all.

Today, I would like to extend my gratitude to our colleague Dr. Carole Richardson for serving as our Interim Provost and Vice President, Academic – not an easy job to say the least - I am very grateful that Carole served us so well for 18 months. Thank you Carole and I wish you all the best for a well-deserved leave.

(If she is here) – I would also like to welcome Dr. Ann-Barbara Graff who will begin her new job as Provost and Vice President Academic.

Fellow Senators, I was charged just two years and two months ago with leading this university in a strategic planning process. Last Fall, we called for nominations for a group of people to help to engage our internal and external communities in a comprehensive process, a very broad consultation and to listen, very carefully to what all of you and 600 others had to say about our past, present, and future. We began to meet in early November, to plan out the process, and we began consulting in early December. We worked backward from the last week of June to November and they thought I was out of my mind. But to see what they have accomplished over this time period, I think they were right. What I would like to say is that this group has taken the most selfless route possible – to put aside their differences and to challenge one another but, most importantly, they listened and listened and recorded and analyzed and gave it their utmost to accurately represent what our community said about where we need to go in the future – what we need to do to be the university that we want to be. This Steering Committee has put more than 300 hours of their time into this process – and given everything that they have given

to get us to the place where we are now – this document, *Pathways*, a plan that is in process and will be in process and will be accompanied by an operational plan that we will complete over the next year. There may be some changes to the document, a few words in the land acknowledgement for example – it will be taken by our Communications group and organized with an array of photographs and visuals – and, with the help of our new Special Advisor to the President, there will be a treaty established and there will be a wampum belt created that I hope we will all have the opportunity to contribute to over the course of the next year, signifying our commitments to be that university that we want to be. We are grateful to everyone who participated and provided so much input; we are grateful to NUICE and Chair Maurice Switzer for providing so much guidance along the way; we are grateful to the external communities who came out in numbers to provide input and feedback all along the way, particularly Nipissing and Dokis First Nations. Elder Mike Couchie started and ended our meetings in a good way. I want to thank Cristin Talentino and Romeo Fournier for serving as Facilitators – no easy task – all throughout these months. I want to thank Barbara Popkie and Melinda DeBenedet for supporting the Steering Committee and I want to thank the members and I ask those who are here today to stand and be recognized: Tyrell Chambers, Graydon Raymer, Sema Chaudhry, Steven Smits, Chris Hachkowski, Lindsey Voisin, Heather Hersemeyer, Michelann Parr, Kristin Lucas, Tanya Matthews, Terra Nevrenca. And there are others who will be continuing work through the summer, that we will have the opportunity to thank at a later date.

The Steering Committee has asked that *Pathways: Our Commitments to Water, Land, and People* be brought to Senate for endorsement. But before that motion, we would be pleased to answer questions that our Senators may have.



**Pathways:
Our Commitments to Water, Land, and People**

**For the Next Seven Generations
at Nipissing University**

June 19, 2023

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LAND ACKNOWLEDGMENT

We 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 Anishinabek. We respect and are grateful to be on these lands with all our relations.

Acknowledging the land on which we are situated signifies much more than the words on the page. It is a recognition of the University's commitment to uphold the Truth and Reconciliation Commission's Calls to Action. It represents a vital and growing piece of our identity and emphasizes the importance of understanding what it means to be situated on traditional territories, whether teaching, conducting research, or serving communities.

The process of creating this plan, entitled, *Pathways*, and our treaty with Indigenous communities signifies our responsibility to navigate the future together for generations to come.

MESSAGE FROM THE PRESIDENT

Welcome to *Pathways: Our Commitments to Water, Land, and People*, our Strategic Plan, the navigational tool for our collective journey towards a promising future for our campus and surrounding communities. This Strategic Plan emerged from months of broad internal and external consultation with students, staff and faculty members, alumni, Board of Governors members, North Bay and surrounding community members, community leaders, and the Nipissing and Dokis First Nations. We are grateful and honoured to have been gifted with the participation and counsel of the Nipissing University Indigenous Council on Education (NUICE) and its Chair, Maurice Switzer of the Mississaugas of Alderville First Nation, and Nipissing First Nations Elder, Mike Couchie, throughout the consultation, planning, and community dialogue processes.

Pathways, the vision for our future, is the culmination of more than 600 representative consultations through public meetings, focus groups, Talking Circles, visioning exercises, and surveys. The many voices of our constituents who spoke about the past, present, and future, led us to six aspirational themes which provide the visionary basis upon which we will transform Nipissing University. This version of the plan is the first stage, exercising a high-level focus on our aspirations for the next five years, with a mind to effecting change for generations into the future. Many Indigenous peoples believe that today's decisions should benefit future generations, commonly referred to as a Seven Generations outlook or philosophy. The second stage will be to create and implement a five-year operational plan which coalesces with our Academic, Research, International, and Strategic Enrolment Plans. The operational plan will provide the necessary framework of action, investment, and accountability to realize our aspirations as a thriving public university.

Pathways: Our Commitments to Water, Land, and People is a statement of collective vision and purpose and based in the Anishinaabemowin term, Waawiindamaagewin – which means mutual promises – used by 21 First Nations to describe the Robinson Huron treaty process. As students, staff, faculty, and members of the community walk together towards Truth and Reconciliation, Nipissing University will enter into a treaty of mutual promises, with all of its constituents, underscored by mutual recognition and respect, and shared responsibilities to care for students, care for each other, and to ensure that, in all of our relationships, we are a welcoming, ethical, and responsive place of exceptional teaching, learning, and research, with a responsibility for service to our internal and external communities.

We recognize that exceptional teaching and learning environments are diverse, inclusive, accessible, and equitable and that only through concerted actions to eliminate barriers and create opportunities will these commitments be realized.

We extend our gratitude to all of our community partners who shared thoughts and ideas and provided advice. A special thank you to the Co-Facilitators and all members of the Strategic Planning Steering Committee who generously gave hundreds of hours of their time, energy, expertise, and, most importantly, the care to fairly represent the voices of our internal and external communities in the *Pathways* process.

The passion and collective aspirations expressed by our constituents and partners, throughout the many hours of public conversations, and in the quotations cited throughout *Pathways: Our Commitments to Water, Land, and People*, inspire a strong sense of hope and herald a bright future for Nipissing University.

Kevin B. Wamsley
President and Vice-Chancellor

MESSAGE FROM THE NIPISSING UNIVERSITY INDIGENOUS COUNCIL ON EDUCATION

Aanii/Boozhoo/Wachay/Sekon/Greetings!

*Bnesi ndizhnikaaz, Wazhashk Doodem Anishinaabe, Wakenyáhten Kanien'keha:ka Haudenosaunee,
Alderville ndoonjibaa, North Bay endayaan, Anishinaabeg ndaw.*

Canada exists because of treaty promises made by Europeans to the Indigenous peoples who had exclusively occupied these lands for thousands of years.

Despite being constitutionally recognized and affirmed, every single one of some 70 Indian treaties has been violated by the newcomers who made sacred promises in exchange for being allowed to share the resource-rich lands.

After 156 years experiencing Canadian colonialism, Indigenous peoples have good reason to be skeptical of any promises made to them.

But we have always wanted Canada to work, if for no other reason than our DNA is in its soil.

So when an Ontario university says it wants its campus to be a best practice for Indigenous education, we want to help them achieve that goal.

When they promise that Indigenous ways of knowing will be respected by its professors, and that Indigenous communities can be assured that their students will always feel welcome in its classrooms and corridors, we want to help them achieve that goal.

When they pledge that hiring of Indigenous faculty is a priority, we want to help them achieve that goal.

And when they assure us that everyone on their campus must commit to learning more about the historic and contemporary challenges and contributions involving Indigenous peoples in Canada, we will help them achieve that goal.

As Truth and Reconciliation continue to gain traction in Canada, the Indigenous communities represented by Nipissing University's Indigenous Council on Education have been invited into the University's strategic planning process. They have said they want to have a relationship with Nipissing University that exemplifies the type of respectful relationship their ancestors envisioned having with the Crown in Canada when they agreed to enter into treaties. They are looking forward to seeing a tangible symbol of that relationship in the form of a Wampum Belt.

Communities want the promises in the University's strategic plan to be implemented in operational plans in the same way that Canada needs to implement into legislation its constitutional pledges.

The Anishinaabemowin verb "bagosendan" can be translated into English as "to hope", but it specifically means "to wish for something difficult to get."

Promises usually raise expectations. We hope they will be kept.

Maurice Switzer
Chair, Nipissing University Indigenous Council on Education

INTRODUCTION

Nipissing University's roots extend back to 1909 and the opening of the North Bay Normal School, the precursor to Nipissing's esteemed Schulich School of Education. As a result of the vision and perseverance of local citizens to establish a university in North Bay, Northeastern University was formed in 1960 and later renamed Nipissing University College in 1967 as an affiliate of Laurentian University. In 1992, Nipissing received its charter as an independent university.

The Nipissing University Act (1992) outlines our special mission "to be a teaching-oriented institution that offers programs in education and in liberal arts and science, and programs that specifically address the needs of northern Ontario." Over the years, Nipissing University has evolved to fulfill this special mission, growing in size, programs, and services, in response to needs identified in our region and beyond. From its inception, Nipissing has strived to maintain a resilient and innovative mindset, small size, strong sense of community, and an outstanding complement of students, staff, faculty, and community partners. These strengths position the University to develop and expand its academic offerings, research agenda, its inclusive and comprehensive campus culture, and its relationships with regional, national, and global partners.

Today, Nipissing University continues to be well-recognized for its unique, student-centred academic and research culture in which quality is valued over size, the notion of community is considered a core value, and where people really do matter. We will maintain these traditions and uphold these values as we look to the future within an increasingly complex post-secondary educational environment.

Our commitment to excellence and integrity in teaching, scholarship, and service, is firmly entrenched in all that we do. As we move forward in an intensely competitive context, Nipissing reaches for creative and innovative ways to prepare students for life beyond Nipissing; importantly, we aim to support students holistically as they realize their potential as leaders and engaged citizens in a diverse, interdependent, and ever-changing world.

This plan underscores the importance of embracing what makes us unique while welcoming change that will help to sustain us for not only five years but seven generations into the future.

THE JOURNEY

From the outset of this process, establishing a formal commitment to work alongside the Nipissing University Indigenous Council on Education in the spirit of a treaty relationship was the point of departure towards building a respectful, relational, reciprocal, responsible and sustainable future for Nipissing University.

Embracing the work of Murray Sinclair, former member of the Canadian Senate, First Nations lawyer, and Chair of the Indian Residential Schools Truth and Reconciliation Commission from 2009-2015, the Strategic Planning Steering Committee set out to answer the following questions:

Where have we come from?

Where are we going?

Why are we here?

Who are we?

These questions address the importance of acknowledging our past and present realities, while guiding and challenging us to imagine our future, our purpose, and our identity.

Through hundreds of conversations, dialogues, and engagements with a broad range of constituent groups, the following six commitments emerged, bridging the Nipissing University of today with the Nipissing University that we aspire to be over the next several years.

We commit to:

- 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
- Celebrating Who We Are

Within the plan, each of these commitments is accompanied by statements of aspiration and pathways for achieving them together, guiding us with a renewed sense of purpose and responsibility.

COMMITMENTS

A. Fulfilling our Responsibility to Truth and Reconciliation

Our campus is located on the outskirts of North Bay, which is home to 7,000 First Nations, Métis, and Inuit residents, many of whom choose to study at Nipissing University. As a public university located on the traditional territory of Nipissing First Nation and on the lands within the Robinson-Huron Treaty of 1850, Nipissing University is bound to advance knowledge and be a good guest on this land. These obligations converge as we deepen our commitment to the Truth and Reconciliation Commission's Calls to Action.

Understanding and embodying our responsibilities to Truth and Reconciliation requires the University community to honour our collective and individual obligations and to learn about historical and contemporary Indigenous Peoples' roles and contributions. There can be no reconciliation without truth, so we commit to listening and acknowledging our shortcomings.

We will build and sustain reciprocal relationships and value Indigenous knowledges and ways of knowing in our teaching, research, and University processes. Employing strengths-based approaches will enable us to create a learning and working environment that is responsive to the needs of Indigenous students, staff, and faculty. And, as one respondent observed: "What is good for Indigenous Peoples and students will be good for all students."

*"Nipissing University can be a great leader . . .
by offering a stronger student experience that embraces
its relationships with local Indigenous communities."*

**Nipissing University will build respectful and reciprocal relationships
with the communities it serves.**

Pathways

1. Ensure that all students, staff, and faculty understand the history of the traditional lands and the historic and contemporary roles and contributions of Indigenous Peoples in Canada, including the people of Nipissing First Nation, on whose lands and waters our university is situated;
2. Develop a regular forum for ongoing conversations with Indigenous students and communities; implement mechanisms that reciprocally connect Indigenous communities and the University;
3. Engage in the principles of Reconciliation to review internal processes, policies, and practices through a decolonizing lens and framework;
4. Strengthen respectful relationships with Indigenous communities and partners through continued dialogue and conversations to explore and enact our individual and collective Treaty responsibilities.

*“The past shapes our current and future view
of education and institutions . . . If we are to move forward,
we must talk about the past and what has and has not happened.”*

Nipissing University will engage in teaching, research, scholarly and/or creative work that advances Truth and Reconciliation.

Pathways

1. Support the development of curricula and pedagogy that incorporate Indigenous knowledges, cosmologies, and ways of knowing;
2. Respect the value of Elders, Métis Senators, Knowledge-Keepers, and their contributions to our teaching, learning, and research, scholarly, and/or creative activities;
3. Prioritize the hiring of Indigenous staff and faculty; prioritize hiring diverse staff and faculty;
4. Implement collaborative internal decision-making processes that address the goals and aspirations of Indigenous communities and organizations;
5. Highlight and support research on Indigenous topics/issues and encourage strong ties between teaching, research, scholarly, and/or creative activities;
6. Conduct collaborative research, scholarly and/or creative activities with Indigenous communities characterized by respect, relationality, relevance, reciprocity, responsibility, and representation.¹

B. Nurturing our Relationship with Water, Land, and Place

As a northern university, our connection to the land—the living forests, waterways, rocks, trees, and wildlife—is palpable. We are located on the traditional territory of the Nipissing First Nation, overlooking beautiful Lake Nipissing. Our waterways, green spaces, and trail networks offer opportunities for a wide range of immersive, land-based learning experiences for students. We will weave this vibrant element of our campus throughout our teaching, research, and creative and/or scholarly activities and into the daily lives of our community.

Ensuring we are good neighbours on and to this land, we aspire to work with regional Indigenous communities on issues related to water, land, and place, increase our role in environmental stewardship and, through consultation, develop outdoor spaces to enhance land-based, place-based, and outdoor education. Through these actions, we will increase our capacity to serve the north by meeting the needs of northern and regional communities.

“We need to . . . be aware of the land we are on.”

¹ Rinaldo L. Tsosie, Anne D. Grant, Jennifer Harrington, Ke Wu, Aaron Thomas, Stephan Chase, D’Shane Barnett, Salena Beaumont Hill, Annejeanette Belcourt, Blakely Brown, and Ruth Plenty Sweetgrass-She Kills, “The Six Rs of Indigenous Research,” *Tribal College: Journal of American Indian Higher Education*, 33,4 (2022).

Nipissing aspires to build relationships with regional Indigenous communities and meet the needs of northern and regional communities.

Pathways

1. Acknowledge the role and primacy of language in connecting people to place;
2. Align ourselves with other geographically northern entities regarding regional, national, and global issues;
3. Identify strategies for Nipissing University to solve problems related to the north and determine how the northern region can contribute to Nipissing University's priorities;
4. Connect students from the north who want an education in the north, with students from southern Ontario and around the world, who want to study in the north. Nipissing University plays a critical role in bringing diverse people, from diverse regions, together.

“One of our superpowers is the ability to use the land as part of our teaching. We should increase land-based learning and outdoor education in our recruitment efforts.”

Nipissing will develop outdoor spaces to enhance land-based, place-based, and outdoor education experiences.

Pathways

1. Identify ways that academic programming can better connect with the land we are on and waterways that flow around us, and how research may address, water, land, and environmental issues, regionally;
2. Create opportunities for community members to understand and explore the outdoor campus.

Nipissing will steward its environment, ensuring that we are good neighbours on and to this land.

Pathways

1. Improve environmental protection efforts and revitalize outdoor spaces;
2. Develop the organic nature of the campus grounds;
3. Help students, staff, and faculty acclimatize to and embrace the north;
4. Develop physical connections to all campus facilities and grounds

C. Embodying Harmony and Care

Nipissing University will offer rich and rewarding experiences for students, staff, faculty, and regional communities. We recognize that the good of the individual, the good of society, and the good of the environment are mutually reinforcing aspirations. We aim for consistency and congruity in who we are and what we do. We reaffirm our longstanding commitment to relationality, reciprocity, access, and equity in postsecondary education and to the regional communities we serve. Recognizing that there is work to be carried out in relation to decolonization, equity, diversity, accessibility, and inclusion, we strive to embody a culture of openness, acceptance, trust, and belonging.

"Together, we are better."

Nipissing embraces a campus-wide, people-centred approach that begins with our relationships and is embedded in our practices, pedagogies, and policies.

Pathways

1. Identify barriers to equitable access, opportunities, and resources, and ensure the full participation of equity-deserving students, staff, and faculty;
2. Explore and examine individual and collective biases, assumptions, and perspectives about each other, our cultures, and environment;
3. Decolonize anti-oppressive frameworks through trauma-informed, culturally responsive actions;
4. Reinforce our shared responsibility and commitment to an ethic of holistic care, high service standards, continuous improvement, and open feedback systems;
5. Enhance interdisciplinary and interdepartmental initiatives that empower people to build stronger relationships grounded in mutual respect, empathy, and compassion.

"Know who we are and what we need holistically."

Nipissing encourages a campus-wide focus on holistic mental health, resilience, and well-being, so that our people, communities, and planet may thrive.

Pathways

1. Raise awareness of the spectrum of mental health and well-being differences: holistic, physical, social, cultural, environmental;
2. Deepen our understanding of mental health and well-being as a relational and reciprocal interaction between people, communities, and planet;
3. Identify gaps in campus-wide structures and policies, enhance existing services, and implement innovative solutions that promote life skills and resilience;
4. Integrate mental health and well-being language, practice, supports, and mindset into learning, teaching, research, and workspaces;
5. Create safe, healthy, and accessible spaces that offer the right care at the right time and that address needs identified by students, staff, faculty, and regional communities.

“People do their best work when they feel supported and empowered.”

Nipissing aspires to create and maintain strong connections and positive relationships among and between students, staff, faculty, and regional communities.

Pathways

1. Enhance the student experience through inclusive and responsive teaching practices, accessible and flexible learning environments, and a full continuum of care that acknowledges the life-wide and unique needs of our student population;
2. Enrich the staff and faculty experience through progressive human resource management practices, processes, and policies;
3. Build and enhance interdependent relationships between students, staff, and faculty grounded in trust, consistency, collaboration, and shared values;
4. Create, reinforce, and sustain reciprocal, respectful, responsible, and relevant partnerships with regional communities that promote social justice, empathy, and mutual support;
5. Reinforce people-centred leadership and governance practices that embrace open communication, diversity of perspective, collegiality, transparency, and accountability.

D. Inspiring Innovative Growth & Development

Nipissing University will explore strategies to strategically increase student enrollment to realize its full potential. Strategically increasing student enrollment will require innovative programs and delivery models that connect local needs with global understanding. As a small, primarily undergraduate university, a focus on teaching excellence and student-centred learning will always be at the forefront of our actions and activities. The impact of emerging technologies will foster innovative program delivery alongside an enhanced relationship with our community, land and water, and place. Creating a supportive environment for diverse perspectives will be essential in all that we do. Finally, opportunities to strengthen our research, scholarship, creative activities, and community engagement must be realized to strengthen Nipissing's reputation as a university that not only encourages critical thinking and discovery, but also positions students for success in regional and global economies.

"Controlled and "smart" growth is important."

Nipissing will establish innovative programs and partnerships that meet the needs of students and employers of the future, promoting civic engagement and regional responsibility.

Pathways

1. Actively engage with local and global partners to develop new programs that are founded in our current strengths and respond to regional needs and concerns, such as resource extraction, tourism, health care, education, and the environment;
2. Strengthen and nurture relationships with Indigenous community partners and ensure these relationships inform our academic programming;
3. Create new opportunities for interdisciplinary studies out of existing programs with the goal of providing unique learning experiences;
4. Increase the number of research opportunities, community placements, and experiential learning opportunities for students in every program, in partnership with regional business and industry partners;
5. Adopt emerging technologies and delivery methods that are tailored to meet the needs of students living and studying in northern Ontario;
6. Strengthen and increase the number of partnerships and articulation agreements with neighbouring Canadore College and other colleges, universities, and Indigenous institutes;
7. Develop extended and life-long learning opportunities, such as micro credentials, post-baccalaureate programs, and community learning offerings, that students and alumni need to succeed in their chosen fields and to contribute to their communities both locally and globally.

"I think Nipissing can be a true leader in sustainability, EDI, Indigenous studies etc. and carve a niche in the higher education playing field."

Nipissing will prioritize innovative and responsive teaching, research, scholarly, and/or creative activities.

Pathways

1. Support teaching, research, and scholarly and/or creative activities on local and northern topics;
2. Support transformative work on inclusion, decolonization, and Indigenization including work completed in partnership with Indigenous communities.
3. Support the principles of OCAP^{®2}, TCPS 2 (2022)³ Chapter 9 with work completed in partnership with Indigenous communities
4. Increase external research funding, particularly through Tri-Agency funding and an increase in the number of allotted Canada Research Chairs and endowed chairs.

"We need to embrace modern technology to provide tools for student/employee engagement, learning, and research."

Nipissing strives for community and leadership development with the communities it serves.

Pathways

1. Enhance our diverse and global perspective through increased international learning opportunities for staff, faculty, and domestic students, as well as increased support and recruitment of international students;
2. Increase opportunities for staff and faculty professional and leadership development;
3. Develop the skills and ideas among staff and faculty needed to foster innovative growth and program development.

² OCAP[®] is a registered trademark of the First Nations Information Governance Centre (FNIGC) (<https://fnigc.ca/ocap-training/>)

³ Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans – TCPS 2 (2022) – Chapter 9: Research Involving the First Nations, Inuit, and Métis Peoples of Canada (ethics.gc.ca)

E. Building Sustainable Futures

Nipissing University strives to be an institution that is sustainable from many perspectives, in particular, economic, environmental, and with respect to our many relationships. The well-being of people and place depends on our long-term viability and, through collaboration, we will ensure a future built on a strong and supportive foundation.

Transparent decision-making and continuous improvement in all programs and services that we provide will enhance Nipissing University's reputation, attract students, and forge meaningful partnerships, while ensuring our infrastructure and operations are resilient in the face of future uncertainties. Prioritizing sustainability will be essential in achieving our vision.

Nipissing will work towards long-term financial stability by making efficient use of its fiscal resources.

Pathways

1. Implement metrics to measure and project what is fiscally prudent and responsible and what is not;
2. Strategically increase student enrolment to ensure our financial future;
3. Investigate partnerships with academic institutions, businesses, and organizations, locally and globally;
4. Be an accountable, reliable, and trustworthy university and community partner;
5. Ensure open and transparent decision-making and communication;
6. Increase our visibility and reputation on provincial, national, and international levels.

"Good leadership equals good outcomes at all levels – from the boardroom to the classroom."

Nipissing will work towards protecting the environment by ensuring we instill a forward-looking mindset.

Pathways

1. Work with, and care for, our diverse communities, water, and land;
2. Embed environmentally sustainable practices to reduce our carbon footprint and to preserve and reclaim the natural environment of our campus;
3. Restore vibrance to our campus by modernizing through sustainable and renewable energy resources, processes, and designs.

“You need to imagine what the world is going to look like 10-20 years from now and position Nipissing to make the most difference. Climate change, clean energy transition, batteries/electrification of the transportation system, water security, carbon emissions reduction, food security, storms, flooding risks, fires, coastal encroachment – these are all existential issues facing humanity.”

Nipissing will work towards sustainable partnerships with communities and organizations both locally and globally.

Pathways

1. Renew relationships with local and regional community partners, businesses, and organizations;
2. Explore and investigate new partnership opportunities on local, provincial, national, and global levels;
3. Continue to build relationships with universities, colleges, and Indigenous institutes across Canada;
4. Uphold our relational responsibilities toward Truth and Reconciliation;
5. Acknowledge and address our shortcomings and limitations with equity, diversity, and inclusion;
6. Attract and retain skilled and dedicated employees and support opportunities for professional growth and development.

“We need to proactively partner with the top employers and industries of the north and design . . . undergraduate programs that meet those needs.”

F. Celebrating Who We Are

Throughout the journey of developing this plan, we explored our identity within past, present, and future contexts in search of a better understanding of who we are. The preceding five commitments represent the voices of our community on what matters most and will form the basis of our renewed identity.

We acknowledge that a lack of identity impacts our ability to market, recruit, and engage with communities, including alumni. Being grounded in who we are, and understanding and embracing what makes us unique, will enable us to more clearly articulate our identity and our purpose.

In so doing, we will be poised to build a culture, relationships, and reputation that embodies the most closely held values of our community and its many constituents.

“We need to be willing to break the mold and ask ‘why not?’

Nipissing will nurture its identity as a small, student-centred university.

Pathways

1. Adopt a student-centred mindset that is evident in all our activities, relationships, and actions;
2. Articulate what it is to be a small, northern Ontario university with global reach;
3. Embrace the fact that our size is our strength, providing us with the opportunity to be nimble and adapt to the world around us.
4. Become thought leaders responsive to needs identified by local communities, establishing strong reciprocal partnerships that advance our shared knowledge.

Nipissing is committed to accessibility for students with various lived experiences, socioeconomic backgrounds, and individual learning needs.

Pathways

1. Ensure that every student has an opportunity for success by enhancing student support services;
2. Understand the pathways students have followed to Nipissing University (high school, mature, international, Indigenous, online) and how this defines their needs;
3. Create an inclusive campus community that welcomes students from all backgrounds;

*"We need to chart our own path,
leveraging what makes Nipissing unique."*

Nipissing will embrace and celebrate its uniqueness in post-secondary education.

Pathways

1. Communicate and celebrate who we are and what we stand for, raising our profile regionally, nationally and globally; embrace the role of marketing, communications, and recruitment in articulating our identity and what makes us different;
2. Promote excellence in our brand through a focus on service learning, community work, and Nipissing's impact on its broader communities;
3. Exude what a small, regional university can offer;
4. Ensure that the unique elements that form our identity are authentically captured in our brand.

Nipissing will build, nurture, and promote its identity around the commitments set forth in its strategic plan.

Pathways

1. Demonstrate and communicate the significance of our, and wider, treaty relationships and responsibilities to Truth and Reconciliation in all that we do through our words and actions;
2. Highlight our unique relationship to water, land, and place throughout our brand;
3. Embody a culture of care for every person who is a part of our community;
4. Engage actively in strategic, innovative growth, and development;
5. Build a sustainable future for Nipissing University.

WHAT'S NEXT?

Over the course of the next year, Nipissing University will create an operational plan, grounded in the principles of this document which identifies activities, processes, timelines and accountabilities to ensure its success. Implementing our strategic plan is intended to be a highly participatory exercise involving students, staff, faculty, alumni, Board members, Indigenous communities, and community partners.

One of the initial tasks to be undertaken involves developing mechanisms and protocols for reviewing the plan's implementation and progression on a periodic basis. These measures of accountability will ensure that we remain on course to realize our commitments.

The five-year operational plan will integrate with other campus-wide strategies including the Academic, Research, International, and Strategic Enrolment Plans and will guide our next steps on an annual basis. We will enter a treaty relationship based in Waawiindamaagewin, mutual promises to our constituents which will be reviewed annually, as we move forward into the next seven generations.

CONCLUSION

The high level of engagement and diversity of voices and perspectives that contributed to the creation of Pathways is inspiring and an indication of the collective passion we share for the important work happening at Nipissing University.

We hope all members of our community feel a sense of pride in our path forward and in the collaborative, community-minded, process through which it was developed. As our journey continues, and we embrace our renewed identity, we will learn together and walk together towards Nipissing University's bright future.

The privilege and significance of walking alongside Indigenous communities throughout this process cannot be understated; our future is together.

Pathways: Our Commitments to Water, Land, and People, is a forward-looking plan that will serve as our compass for the next five years, and the Treaty grounds our work for the next seven generations; it is both aspirational and well within our reach.

ACKNOWLEDGMENTS

A special thank you to all of our constituent groups and to First Nations and Community partners:

- The Nipissing University Council on Indigenous Education
- Nipissing and Dokis First Nations
- University Board of Governors
- University Senate
- Students
- Faculty
- Staff
- Alumni
- Regional Communities at Large
- Regional Education Institutions
- Regional Government/Elected Officials
- University Management Group
- Donors to Nipissing University
- External Relations

STRATEGIC PLANNING STEERING COMMITTEE

Nipissing University extends its gratitude to the students, staff, faculty, and community members of the Strategic Planning Steering Committee who generously gave their time, expertise and ideas to this process, ensuring the diverse perspectives of our constituents and communities were thoughtfully gathered and represented in Pathways. A special thank you to Co-Facilitators, Romeo Fournier and Cristin Talentino, for their leadership and guiding us through this meaningful journey, and to our members:

Tyrell Chambers

Graydon Raymer

Sema Chaudhry

Steven Smits

Chris Hachkowski

Lindsey Voisin

Heather Hersemeyer

Michelann Parr

Kristin Lucas

Tanya Matthews

Terra Nevrencan

Barbara Popkie and Melinda DeBenedet, Steering Committee Support

Cherriian Pearson, Nipissing First Nation

Mabel Dokis, Dokis First Nation

Mike Couchie, Elder, Nipissing First Nation

Cindy Peltier, Wiikwemkoong Unceded Territory and Nipissing First Nation,
Special Advisor to the President on Indigenous Matters

Maurice Switzer, Chair, Nipissing University Indigenous Council on Education,
Mississaugas of Alderville First Nation

Kevin B. Wamsley (Chair)

Senate Report
Provost, Vice President Academic and Research (Interim)
June 9, 2023

1. As communicated in emails from the Teaching Hub, the university will be transitioning from Blackboard Learn to Blackboard Ultra. The Teaching Hub is sending email updates regarding workshops etc.

As you consider this transition, please consider the following **5 Things You Need to Know About the Transition to Blackboard Learn Ultra**, courtesy of Kyle Charron:

1. Attend workshops and keep an eye on the [Teaching Hub website](#) for further resources. The workshops provide an opportunity to have a group discussion and share specific use cases not only with the LSTs but other Instructors.
 2. Please ensure that all course material is backed up outside of Blackboard as soon as possible, but no later than August 1, 2023. Please note that doing regular backups is best practice.
 3. LSTs will not be copying from old shells automatically for the Blackboard version change.
 4. You must import your own content for the move to Blackboard Learn Ultra.
 5. New shells will be available 2-3 weeks after the course offerings for fall are finalized by the Deans' Offices and Registrar's Office.
2. We have begun the testing phase for Student Course Experience Surveys in Explorance Blue. Faculty who will be teaching this summer will be contacted to request their participation. No data will be kept by the university as we are focussed on testing the workflow.
 3. International recruitment, admissions and support is now co-located in Rooms F204 and F205. This area also includes a space for international students to gather and will provide access to services that will support them from recruitment through to graduation and beyond.
 4. The Equity Centre is also moving to a new location beside A238 and A244A.

The PVPAR presented the attached 2022-23 Annual Tenure and Promotion Report and expressed her congratulations.

Congratulations as well to all our graduates and to the faculty, staff and supporters who were part of their journey at Nipissing University.

Provost's Annual Tenure and Promotion Report

2022-23

January 3, 2023

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

Article 26.32 (a) of the Collective Agreement states that, "Every year by May 20, the Provost of the University will prepare a Report on Tenure and Promotion which will be appended to the September Senate agenda and submitted to the Board around the same time". Article 26.32 (b) defines the dimensions of the report as follows:

TENURE				
Applications	Granted	Denied	Deferred	Withdrawn
1	1	0	0	0
Applicants Awarded Tenure (Tenure & Promotion Process):				
Dr. Kathryn Ewers				

PROMOTION TO ASSOCIATE PROFESSOR				
Applications	Granted	Denied	Withdrawn	URAC
3	3	0	0	0
Applicants Awarded Promotion to Associate Professor:				
Dr. Charles Anyinam Dr. Stephen Connor Dr. Ron Hoffman				

PROMOTION TO PROFESSOR			
Applications	Granted	Denied	Withdrawn
4	4	0	0
Applicants Awarded Promotion to Professor (T&P Process):			
Dr. Gyllian Phillips			
Dr. Sal Renshaw			
Dr. Kristina Karvinen			
Dr. Veronika Williams			

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

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



Board of Governors Report to Senate - June 2023

Board of Governors Meeting April 27, 2023

The Annual General Meeting of the Board of Governors was held on April 27, 2023, in the President's Boardroom (F303) and via Zoom remote conferencing, where elections for the 2023/24 Board Officers took place and David Smits, Incoming Board Chair, John D'Agostino, Incoming Board Vice-Chair and Kathy Wilcox, Incoming Board Vice-Chair Pro Tem were elected to a one-year term.

The Board approved revisions to the 'Search & Appointment of Non-Academic Vice-Presidents' policy, to better support recruitment and succession planning, which reflect best practices across the province and country. All Board-approved policies are available for viewing on the Nipissing University website.

The President and Assistant Vice-President, Finance & Infrastructure reviewed the budget package in great detail. Following the presentation, the AVP was pleased to present the first balanced budget at Nipissing University in ten years, and following discussion, the 2023/24 Nipissing University Ancillary Fees, the 2023/24 Nipissing University Student Union Ancillary Fees, the 2023/24 Domestic tuition rates, the 2023/24 Out-of-Province tuition rates and the 2023/24 Budget were approved as presented.





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

Congratulations, Graduates!

The Nipissing University Alumni Advisory Board sends our congratulations to all students who are graduating this year, and we welcome them to the Laker Alumni Family. Thanks to all Nipissing Faculty and Staff who supported our new alumni through their educational journeys and for all the work that you put into making Nipissing's 2022-2023 academic year a fantastic success.

NUAAB President

At our annual retreat held at the end of May, NUAAB elected Laurel Muldoon as our new president. Laurel has served as vice-president for the last several years, and we are thrilled she was willing to fulfill the role of President. Laurel will also serve as NUAAB's representative to the Board of Governors commencing in September 2023.

We would like to extend our deepest appreciation to Lisa Snider for her engagement with NUAAB over the years. Her leadership was instrumental in keeping NUAAB engaged during the pandemic, and we wish her continued success on all her journeys ahead!

Save the Date – Homecoming 2023

Get ready, Lakers! Homecoming 2023 will be taking place from September 22nd – 24th, 2023! We look forward to welcoming our Alumni back to campus to celebrate all that Nipissing has to offer, and to reflect on their years on campus as a Laker! This year, we plan to make Homecoming a FREE event, so be sure to rally your friends and join us for a weekend full of exciting events. More details will be available online, soon!

Academic Senate Report

June 26th, 2023

National Indigenous History Month

June is National Indigenous History month. This month is a time of reflection and education. As a country, we need to come together to learn the history, cultures, and contributions of Indigenous peoples. We have only just started to tap into the surface of the real history of Indigenous people. We have so much more work to do and this month should serve as a reminder to our duty to be informed and to embrace Indigenous people culture. The month holds immense importance for the opportunities for all Canadians to learn about the profound legacy of Indigenous peoples and how they shaped our country today. We must do our part towards reconciliation and healing

Young Leader Community Builders Award

This well respected award goes to an individual or group under the age of 25 who is actively involved in wholly community service. We are proud that one of our very own Lakers have won this award, Simone Branch. Simone is a student in Criminal Justice who has contributed to many initiatives both on and off campus. She is a strong leader and through her work as Administrative Director of the Nipissing University Black Association for Student Expression (NUBASE) their ongoing commitment to supporting BIPOC students is truly amazing. Simone has a strong commitment to empowering young people. Please join us in congratulating Simone for this excellent achievement. You can also see in article in the BayToday.

Pride Month

June is the month of observance and celebration of Pride Month. This month is dedicated for the celebration of the 2SLGBTQIA+ community. Pride Month was first started after the Stonewall riots in 1969 which was a series of gay liberation protests. Pride month is a time for celebrating love, acceptance, and diversity. Together, let us stand as allies to help create a safe community. NUSU is collaborating with The Equity Centre in a Community Drag Show on June 28th at 6:30pm at On The Rocks at the NUSU Student Centre. For more information please see @nusutalks instagram.

Armed Forces Day

On June 7th, the NUSU team attended the North Bay Armed Forces Day event at the Waterfront. There was a variety of static displays, different information booths, CF-18



tactical demonstrations, and other activities. On this day we gather as a country to pay tribute to the people who serve in the Armed Forces. We also reflect and extend our gratitude to those who served and their families who stand by their side. The families of veterans are unsung heroes who have stood by their sides of their loved ones. It takes a lot of strength and courage to be in this position. It was a very impactful day of reflection and we express our appreciation for the selflessness displayed by our veterans and their families.

Bees

NUSU has welcomed 20,000 new members to their team by adding bee hives to the NUSU Student Centre area. These hives will help pollinate our orchard, future vegetable patch and flowers.

If there are any faculty members who wish to incorporate the bee hives, orchard or surrounding student centre areas into their courses, please contact communications@nusu.com.

Convocation

Thank you to the staff and faculty of Nipissing for their dedication and support to our students, especially over the past few years. We appreciate how difficult it has been for everyone in this unique situation and how everyone has worked together to ensure student success.

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