



## Meeting Book - June 6, 2025 - Academic Senate Meeting

### Senate Agenda

1. Acknowledgement of the Traditional Territory <i>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 Anishinabek. We respect and are grateful to hold this event on these lands with all our relations.</i>		Senate Speaker
2. Approval of the Agenda <i>That the agenda of the June 6, 2025, Senate meeting be approved.</i>	Motion 1	Senate Speaker
3. Adoption of Minutes <i>That the minutes of the Senate meeting of May 9, 2025, be adopted.</i>	Motion 2	Senate Speaker
i. May 9, 2025 Senate Minutes and Reports.pdf		
4. Business Arising from the Minutes		
5. Reading and Disposing of Communications		
i. T&P Annual Reports.pdf		
6. Reports from Other Bodies		
i. President <i>oral report</i>		
ii. Provost & Vice-President Academic		
a. PVPA June Report 2025.pdf		
iii. Vice-President Finance and Administration <i>no report</i>		
iv. Board of Governors		
a. Board Report to Senate - June 2025.pdf		
v. Alumni Advisory Board <i>no report</i>		
vi. Council of Ontario Universities (Academic Colleague) <i>no report</i>		
vii. Joint Committee of the Board and Senate on Governance <i>no report</i>		
viii. Nipissing University Student Union (NUSU)		
a. NUSU Academic Senate Report - June 2025.pdf		
ix. Other		
7. Question Period		
8. Reports of Standing Committees and Faculty Councils		
i. Senate Executive Committee	Motion 3	

*That the report of the Senate Executive Committee dated May 29, 2025 be received.*

a. Senate Exec Report May 29, 2025.pdf

b. Annual Report

*That the Annual Report of the Senate Executive Committee dated May 29, 2025 be received.*

**Motion 4**

Senate Executive Annual Report 2024-25.pdf

ii. Academic Appeals and Petitions Committee

*That the Annual Report of the Academic Appeals and Petitions Committee dated May 21, 2025 be received.*

**Motion 5**

a. AAPC 2025annualreport.pdf

iii. Academic Awards Committee

*That the Annual Report of the Academic Awards Committee dated May 21, 2025 be received.*

**Motion 6**

a. AAC 2025annualreport.pdf

iv. Academic Curriculum Committee

*That the Annual Report of the Academic Curriculum Committee dated May 21, 2025 be received.*

**Motion 7**

a. 2025 Annual Report of the ACC.pdf

v. Academic Quality Assurance and Planning Committee (AQAPC)

*That the Report of the Academic Quality Assurance and Planning Committee dated May 23, 2025 be received.*

**Motion 8**

a. AQAPC Senate Report & EAF Plan & CHFS Report May 23, 2025.pdf

vi. Graduate Studies Committee

*That the Report of the Graduate Studies Committee dated May 21, 2025 be received.*

**Motion 9**

a. GSC Report to Senate - May 2025.pdf

b. Annual Report

*That the Annual Report of the Graduate Studies Committee dated May 23, 2025 be received.*

**Motion 10**

Annual Report of the Graduate Studies Council 2024-2025.pdf

vii. Honorary Degrees Committee

*That the Annual Report of the Honorary Degrees Committee dated May 21, 2025 be received.*

**Motion 11**

a. 2025-05-21 - Hon Deg Annual Report.pdf

viii. Joint Committee of the Board and Senate on Governance

*That the Annual Report of the Joint Committee of the Board and Senate on Governance dated May 21, 2025 be received.*

**Motion 12**

a. Annual Report 2024-25 Joint Committee.pdf

ix. Senate Research Committee

*That the Report of the Senate Research Committee dated May 12, 2025 be received.*

**Motion 13**

a. SRC May 2025 Report to Senate.pdf

b. Annual Report

*That the Annual Report of the Senate Research Committee dated May 23, 2025 be received.*

**Motion 14**

Annual Report of the Senate Research Committee 2024-2025.pdf

x. Senate Budget Advisory Committee

*That the Annual Report of the Senate Budget Advisory Committee dated May 22, 2025 be received.*

**Motion 15**

a. SBAC 24-25 Annual Senate Report.pdf

xi. Teaching and Learning Committee

Motion 16-18

*Motion 16: That the Report of the Teaching and Learning Committee dated December 16, 2024 be received.*

*Motion 17: That the Report of the Teaching and Learning Committee dated January 10, 2025 be received.*

*Motion 18: That the Report of the Teaching and Learning Committee dated March 25, 2025 be received.*

a. TLC Reports combined.pdf

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9. Other Business

Senate Speaker

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10. Amendments of By-Laws

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11. Elections

*Elect one (1) faculty Senate representative to serve as the Council of Ontario Universities (COU) Academic Colleague (Alternative) for a three (3) year term effective July 1, 2025 to June 30, 2028.*

*Elect one (1) faculty Senate representative to serve as Deputy Speaker of Senate for a three (3) year term effective July 1, 2025 to June 30, 2028.*

*Elect one (1) faculty Senate representative to serve on the Board of Governors for a three (3) year term effective July 1, 2025 to June 30, 2028.*

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12. New Business

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13. Announcements

*June 2025 Graduate Counts*

i. June, 2025 Grad Count.pdf

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14. Adjournment

**Nipissing University**  
**Minutes of the Academic Senate Meeting**  
**May 9, 2025**  
**10:30 a.m.**  
**Room F210 & Zoom Videoconference**

**Members Present:**

K. Wamsley (Chair), R. Hacquard, B. Law, N. Colborne, G. Raymer  
  
R. Gendron, A. Hatef, G. Phillips (Deputy Speaker), S. Renshaw, K. Srigley, T. Smith, T. Stewart, D. Tabachnick, L. Thielen-Wilson, A. Weeks  
  
A. Adler, J. Allison, C. Anyinam, S. Cairns, K. Ferguson, C. Greco, T. McParland, C. Ricci, A. Schinkel-Ivy, M. Sullivan, J. Thornborrow, R. Vanderlee, V. Williams  
  
O. Pokorny, R. Kasperavicius  
  
F. Couchie  
  
R. Hehn  
  
N. Botham, J. Martin, O. Remillard

**Absent With Regrets:**

A. Graff, D. Iafrate, N. Black, J. Abbott, L. Chen, S. Kariuki, G. McCann, N. Stevens, H. Texiera, R. Wenghofer, S. Winters, H. Zhu, C. Irwin, D. Hay, T. Horton, P. Millar, T. Sibbald, R. Veli, M. Suszter

The Senate Speaker offered a Traditional Territory acknowledgement.

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

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

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

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

**Business Arising From the Minutes**



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

### **Reports From Other Bodies**

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

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

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

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

#### **Financial Performance:**

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

#### **2025–26 Budget Overview:**

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

#### **Enrolment & SEM Targets:**

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

#### **Ancillary Operations:**

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

#### **Capital Budget:**

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

**Ministry Oversight:**

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

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

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

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

**Question Period**

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Reports of Standing Committees and Faculty or University Councils**

### **Senate Executive Committee**

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

### **Graduate Studies Committee**

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

### **Senate Research Committee**

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

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

### **Elections**

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

### **New Business**

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

### **Adjournment**

Senate was adjourned at 11:22 a.m.

.....  
K. Wamsley (Chair)

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

## **President's Senate Report**

### **9 May 2025**

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

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



## Provost & Vice-President, Academic

### Report to Senate – May 2025

#### PVPA's Report

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

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

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

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

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

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

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

<sup>1</sup> At November 1, 2024, Nipissing University realized 1619 headcount, total new enrollment.



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



Rubric for Undergraduate Program Review

1.1 Alignment to Strategic Plan, Institutional Mission, Vision, & Values	Unsatisfactory (0)	Satisfactory (1)	Good (2)	Excellent (3)	Explanation for Self-Assessment Rating:
<p>Is the mission statement consistent with the Institutional Act of Incorporation, Strategic Plan, mission, vision, values?</p> <ul style="list-style-type: none"><li>Is the mission statement appropriate for an institution like Nipissing (primarily undergraduate, Northern, largely residential)?</li><li>Is the mission relevant to the needs of the community or communities serviced by the institution?</li><li>Is the mission explicit and legible to constituents?</li></ul>	<p><input type="checkbox"/> Program demonstrates little or no link to the university's missions, vision and strategic goals and makes no case for its essentiality to the university.</p>	<p><input type="checkbox"/> Program demonstrates a strong and direct link to the university's missions, vision and strategic goals and makes a convincing case for its essentiality to the university.</p>			



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

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

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

<p><b>minimum enrollment requirement?</b></p> <ul style="list-style-type: none"><li>• for 4-yr UG programs, minimum 100 students and 4 FT faculty.</li><li>• for GR programs, minimum targets are being met.</li></ul> <p><b>See Program Review Dashboard table 1.4</b></p>	<p><i>across all years of study (3yr avg).</i></p>	<p><i>across all years of study (3yr avg).</i></p>	<p><i>across all years of study (3yr avg).</i></p>		
<p><b>Production ratio: total credit hours as a percentage of credit hours generated by the faculty.</b></p> <p><b>See Program Review Dashboard table 1.4</b></p>	<p><input type="checkbox"/> <i>Offering program relies on contingent faculty to support program delivery.</i></p>	<p><input type="checkbox"/> <i>Offering program has sufficient permanent faculty to support program delivery.</i></p> <p><input type="checkbox"/> <i>Program has a sufficient number of students to support delivery of required and elective courses to meet student needs and program</i></p>	<p><input type="checkbox"/> <i>Offering program has a multi-year plan for cohort progression that accounts for anticipated changes in faculty complement (sabbatical, retirement...)</i></p> <p><input type="checkbox"/> <i>Individualized study courses are required only where necessary to achieve program-learning outcomes.</i></p>	<p><input type="checkbox"/> <i>Permanent faculty have expertise in the key subdisciplines of the program, supporting delivery in all areas/courses.</i></p>	

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

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

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

		registrations ("shows") (y-o-y)	registrations ("shows") (y-o-y)		
Are the graduates interested in being ambassadors for the program?	<input type="checkbox"/> Ambassador program for graduates does not exist.	<input type="checkbox"/> Graduates of the program have the opportunity to participate in an organized ambassador program.			
Are contacts established with schools in the region offering assistance and support in areas of specialization?	<input type="checkbox"/> School contacts nonexistent or underutilized.	<input type="checkbox"/> Contacts established and in regular use.			
2.2 Recent Graduates	Unsatisfactory (0)	Satisfactory (1)	Good (2)	Excellent (3)	Explanation for Self-Assessment Rating:
How successful are graduating students at advancing to a next degree or employment? (Where they want to go next.) <ul style="list-style-type: none"><li>• Number of graduates employed related to their field / or not</li><li>• What percentage of graduates are employed within 6 months of graduation?</li><li>• What percentage of graduates are</li></ul>	<input type="checkbox"/> Graduate placement in employment or further schooling under average or untracked.	<input type="checkbox"/> Graduate placement in employment or further schooling consistent with average rates at Nipissing.	<input type="checkbox"/> Graduate placement in employment or further schooling exceeds average rates at Nipissing.	<input type="checkbox"/> Graduate placement in employment or further schooling exceeds average across the sector.	



<p>employed within 2 years of graduation?</p> <p>See Program Review Dashboard table 2.2</p>					
2.3 Student Satisfaction and Feedback	Unsatisfactory (0)	Satisfactory (1)	Good (2)	Excellent (3)	Explanation for Self-Assessment Rating:
<p><b>Student Feedback</b></p> <ul style="list-style-type: none"><li>• How well does the program solicit and respond to students' feedback?</li><li>• How well does the program communicate results of feedback from students?</li><li>• How does the program improve in its use of student feedback?</li></ul>	<input type="checkbox"/> Offering program does not consult with current and former students to obtain feedback on the program.	<input type="checkbox"/> Offering program consults with current and former students, including students who discontinued studies, to obtain feedback on how well their education prepared them for work they are doing including the use of Community Advisory Circles.	<input type="checkbox"/> Offering program has a clear evaluation plan to use student outcomes to assess program success and inform curriculum refinement.	<input type="checkbox"/> Offering program openly shares student outcomes and feedback data on how it is continuing to refine curriculum.	
What are students' perceptions about key components of the program?	[add qualitative response]				

<ul style="list-style-type: none"><li>• What are the students' perceptions of the program's quality?</li><li>• What are students' perceptions of the program's learning environment?</li><li>• What are the students' perception of the value of the program?</li><li>• What are the students' perceptions of the program preparing them for a time post-graduation?</li><li>• What are the students' perceptions about how the program met their expectations?</li></ul> <p>See Program Review Dashboard table 2.2</p>		
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2.4 Faculty and Staff Recruitment and Retention	Unsatisfactory (0)	Satisfactory (1)	Good (2)	Excellent (3)	Explanation for Self-Assessment Rating:
Does the program have a well-defined procedure for identifying the program need to recruit faculty and staff?	<input type="checkbox"/> No well-defined procedure exists.	<input type="checkbox"/> Well-defined procedure exists.			
Does the program/university have an established exit interview instrument and procedure to better understand the exact causes and influences that induce faculty/staff to separate from the program/university?	<input type="checkbox"/> No exit interview instrument and procedure exist.	<input type="checkbox"/> Exit interview instrument and procedure exist.			
Is the program satisfied with the retentional rate of faculty/staff?	<input type="checkbox"/> Retention rate unsatisfactory.	<input type="checkbox"/> Retention rate satisfactory.			
2.5 Admin and Technical Support	Unsatisfactory (0)	Satisfactory (1)	Good (2)	Excellent (3)	Explanation for Self-Assessment Rating:
Does the program have sufficient qualified and skilled administrative support?	<input type="checkbox"/> Administrative support unqualified or otherwise inadequate.	<input type="checkbox"/> Administrative support adequate.			
Does the program have sufficient qualified and skilled technical support?	<input type="checkbox"/> Tech support unqualified or	<input type="checkbox"/> Tech support adequate.			

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

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

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

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

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



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

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

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

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

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

		<input type="checkbox"/> <i>Faculty feedback is acknowledged but not always clearly integrated.</i>			
COLUMN TOTALS					
TOTAL SCORE					

## GRADUATE PROGRAM REVIEW: ANNUAL SELF-ASSESSMENT

### Preamble:

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

### Instructions:

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

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

**Graduate Program Name:**

**Annual Program Review Completed By:**

**Date Submitted:**

**Comments:**

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

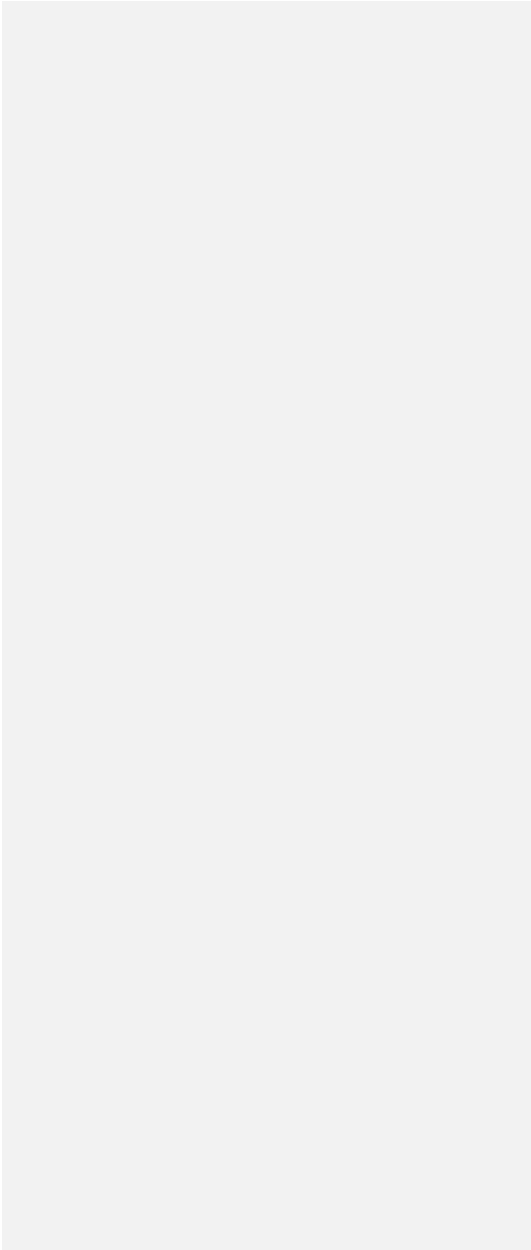


## Section 1: Efficient

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

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

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



## Section 2: Deliberate

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

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

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

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

### Section 3: Inclusive

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



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

#### Section 4: Talent Developing

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

## Section 5: Student Focused

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

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

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

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

Section 6: Prioritization & Goal Setting

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

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

## APPENDIX A: GRADUATE PROGRAM FACT SHEET

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

### Graduate Program:

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

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

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

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

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

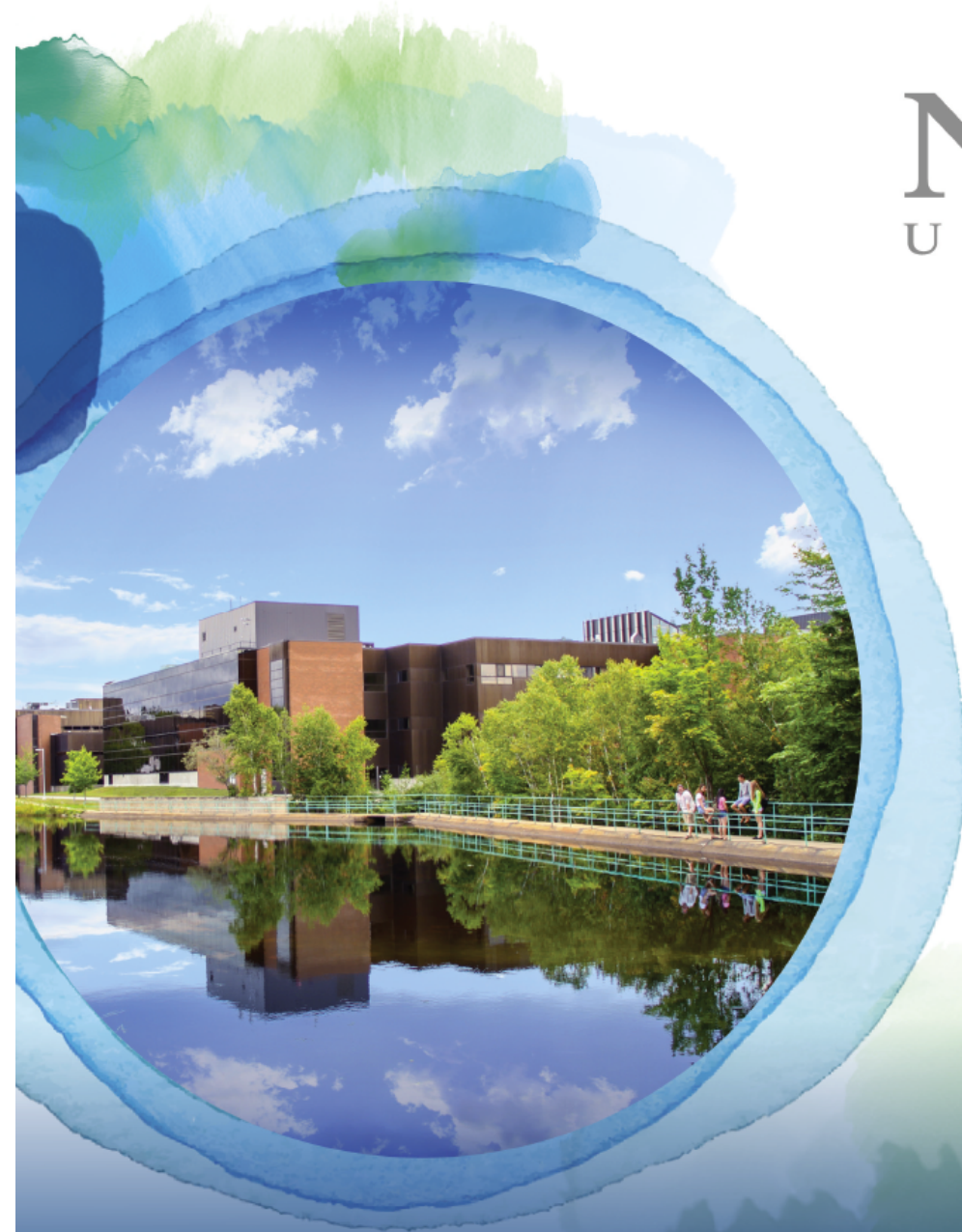


# NIPISSING

U N I V E R S I T Y

## Budget Report

2025 - 2026



# Executive Summary

The 2025-26 Nipissing University budget in general represents another stage towards sustainability and, arguably, the early material results of implementing the Academic and Operational Plan (APOP) emanating from the Pathways Strategic Plan, and the mobilization of its strategic elements, including enrolment through Project Integrate. In past years, due specifically to its precarious financial position, the university has operated and budgeted within the context of extensive external audit and review processes. This year is no different. As we prepare for the shifting accountabilities and structuring influences of Strategic Mandate Agreement 4 (SMA4), the new government grant framework, and continued emergence from required organizational changes in response to the Office of the Auditor General, we also became subject in the past year to new operating efficiencies and governance reviews mandated by the province. In many respects, such audits reflect the diminishing autonomy of public universities; but we also recognize that embracing the most appropriate recommendations of such audits and reviews will eventually bring positive outcomes.

Without question, the greatest impact upon the 2024-25 and the 2025-26 financial position of the university is, and will be, the unforeseen consequences of federal government policies in the past year, which have collapsed the market for international students attending Canadian universities. These actions have directly impacted our 2024-25 financial results and, also, severely limit our progress towards financial health in 2025-26, notably at a time when we were making significant gains towards improving the university's fiscal standing.

Thankfully, budget processes are always, in part, beholden to the strengths of internal, comprehensive strategic decision making but, in the past decade, we have experienced shrinking autonomy in determining how resources are distributed and employed. We have been more susceptible to the external pressures of funding freezes and one-time investments that reinforce the particular economic priorities of our provincial government. Without a provincially established, stable funding framework, and a commitment to a permanent, equitable reallocation of the Northern Grant, we remain unable to chart with assurance a longer-term financial path for the university. However, we have responded to ensure that we are maximizing the impacts of all government support. We have invested the government support that we received into our Reserve Funds; as such, our investments have been very targeted and financially prudent. We have necessarily accepted responsibility for increased alternative revenue streams, and we are taking steps towards enhancing our academic programs and strategically modifying our structures and administrative processes to better respond to an academic landscape that has shifted considerably over the past 20 years, one that continues to change markedly in real time. Indeed, from pandemics, to freezes and cuts during periods of significant cost inflation, to an ever-increasing involvement by government in university operations, the annual budgeting for Canadian universities has never been more challenging.

The 2025-26 budget reflects a continued tuition freeze, a distinct government focus on STEM enrolment, and some support, characterized as investment in sustainability and, as stated above, a marked decrease in international student enrolment. During this next fiscal year, we will be working diligently to consider and implement the appropriate recommendations of NOUS Group's Efficiency and Accountability Review Report and the governance review of Cheryl Foy of Strategic Governance Consulting Services. We will continue to implement our Pathways plan through the Academic and Operational Plan (APOP); we will begin to implement the recommendations forthcoming from an Equity Audit which will steer us towards a more inclusive campus for everyone and assist us to take steps toward Reconciliation; and, through our annual assessments of program health, we will determine what actions are required to build sustainable programs. We will continue to generate revenues through residence occupancy, meal plans, event hosting, the sale of merchandise, and through fundraising. And we will attempt to rebuild our international recruitment capacity, within the challenging environment which confronts us. We remain optimistic in, and committed towards, confronting these challenges, buoyed by our newly appraised status of "low action plan" institution, though still at high risk, in part due to careful budgeting and long-term planning and the investment of government grant funding into our Reserves which now are projected to exceed \$15M, a marked improvement over the past several years.

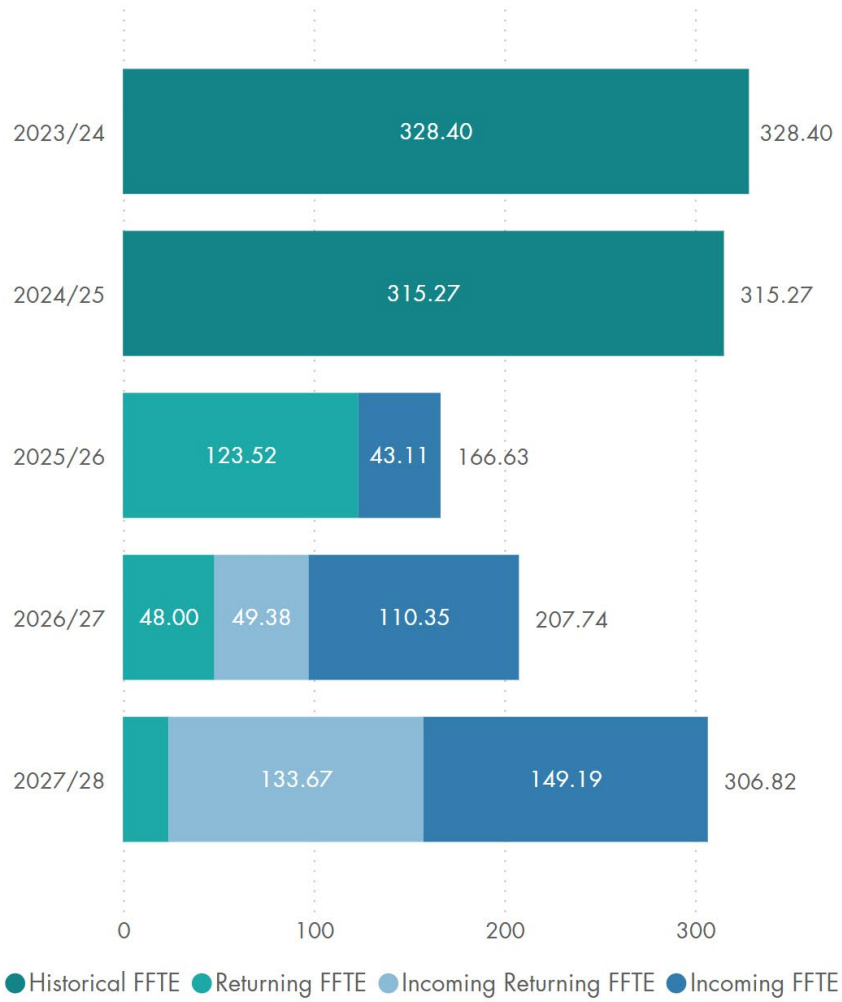
This budget represents some of the important work being completed, in phased approaches, to engineer the significant processual transformations necessary to unlock the great potential of Nipissing University in the long term. Indeed, the changes are a testament to the high quality of work which reflects the profound commitments of our staff and faculty to build a sustainable institution.

# Overall Domestic & International FFTE Forecast

Domestic FFTE Forecast



International FFTE Forecast



**NIPISSING UNIVERSITY**  
**2025-2026 Budget - Operating**

	<b>2025-2026 Annual Budget</b>	<b>2024-2025 Annual Budget</b>	<b>Projection to 2024-2025 year end</b>	<b>Budget variance to projections</b>	<b>% Variance</b>
<b>Revenue</b>					
Government Grants	\$ 42,654,956	\$ 36,422,619	\$ 42,745,372	\$ (90,416)	0%
Domestic Tuition	\$ 30,263,148	\$ 27,573,130	\$ 28,715,136	\$ 1,548,012	5%
International Tuition	\$ 5,012,805	\$ 10,306,486	\$ 8,355,309	\$ (3,342,504)	-40%
Student Fees - Ancillary & Other	\$ 4,270,269	\$ 3,788,684	\$ 3,975,257	\$ 295,012	7%
Other	\$ 2,456,237	\$ 2,427,196	\$ 2,427,196	\$ 29,041	1%
<b>Revenue Total</b>	<b>\$ 84,657,415</b>	<b>\$ 80,518,115</b>	<b>\$ 86,218,270</b>	<b>\$ (1,560,855)</b>	<b>-2%</b>
<b>Expenses</b>					
Instructional Staff	\$ 31,571,798	\$ 30,308,595	\$ 29,849,931	\$ 1,721,867	6%
Non-Instructional Staff	\$ 20,569,919	\$ 19,951,774	\$ 19,370,000	\$ 1,199,919	6%
Benefits	\$ 10,692,398	\$ 10,051,829	\$ 9,929,769	\$ 762,629	8%
Salary recoveries	\$ (728,350)	\$ (1,170,187)	\$ (1,118,111)	\$ 389,761	-35%
<b>Total salaries &amp; benefits</b>	<b>\$ 62,105,765</b>	<b>\$ 59,142,011</b>	<b>\$ 58,031,589</b>	<b>\$ 4,074,176</b>	<b>7%</b>
Non-staff expense	\$ 18,437,450	\$ 17,034,026	\$ 18,034,026	\$ 403,424	2%
Scholarships and Bursaries	\$ 3,649,400	\$ 3,320,775	\$ 3,320,775	\$ 328,625	10%
<b>Expenses Total</b>	<b>\$ 84,192,615</b>	<b>\$ 79,496,812</b>	<b>\$ 79,386,390</b>	<b>\$ 4,806,225</b>	<b>6%</b>
<b>Surplus (Deficit) Before Undernoted</b>	<b>\$ 464,800</b>	<b>\$ 1,021,303</b>	<b>\$ 6,831,880</b>	<b>\$ (6,367,080)</b>	<b>-93%</b>
<b>Transfers</b>					
Transfers (to) from other funds	\$ (367,588)	\$ (331,555)	\$ (331,555)	\$ (36,033)	11%
<b>Transfers Total</b>	<b>\$ (367,588)</b>	<b>\$ (331,555)</b>	<b>\$ (331,555)</b>	<b>\$ (36,033)</b>	<b>11%</b>
<b>Total Operating Surplus/(Deficit)</b>	<b>\$ 97,212</b>	<b>\$ 689,748</b>	<b>\$ 6,500,325</b>	<b>\$ (6,403,113)</b>	<b>-99%</b>

**Nipissing University**  
**2025-2026 Budget - Ancillary**

	Extended Learning	Campus Sales & Services - 3rd party and internal	Residences	Conference Services (Corporate Events & Summer Accommodations)	2025-2026 Annual Budget	Projections to 2024-2025 year end	Budget variance to projections
<b>Revenue</b>							
Sales and Service, and other revenues	\$ 521,641	\$ 157,250	\$ 7,387,936	\$ 456,900	\$ 8,523,727	\$ 7,888,040	\$ 635,687
Revenue Total	\$ 521,641	\$ 157,250	\$ 7,387,936	\$ 456,900	\$ 8,523,727	\$ 7,888,040	\$ 635,687
<b>Expenses</b>							
Salaries and Benefits	\$ 591,390	\$ 117,593	\$ 2,026,274	\$ 385,687	\$ 3,120,944	\$ 2,498,000	\$ 622,944
Operating & Occupancy	\$ 24,610	\$ 139,300	\$ 2,410,850	\$ 55,640	\$ 2,630,400	\$ 2,858,969	\$ (228,569)
Long term debt	\$ -	\$ -	\$ 1,175,121	\$ -	\$ 1,175,121	\$ 1,175,107	\$ 14
Expenses Total	\$ 616,000	\$ 256,893	\$ 5,612,245	\$ 441,327	\$ 6,926,465	\$ 6,532,076	\$ 394,389
<b>Total Surplus / (Deficit)</b>	\$ (94,359)	\$ (99,643)	\$ 1,775,691	\$ 15,573	\$ 1,597,262	\$ 1,355,964	\$ 241,298
<b>Transfers</b>							
Transfers to (from) Other funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transfers Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	<b>\$ (94,359)</b>	<b>\$ (99,643)</b>	<b>\$ 1,775,691</b>	<b>\$ 15,573</b>	<b>\$ 1,597,262</b>	<b>\$ 1,355,964</b>	<b>\$ 241,298</b>

# Nipissing University

## 2025-2026 Capital Budget

	Total Budget
<b>FUNDING SOURCES:</b>	
Facilities Renewal Program	\$ 2,637,900
Campus Safety Grant	\$ 12,500
Investment in Capital Assets - Ancillary	\$ 445,000
Donations and/or government grants	\$ 1,000,000
Donations and/or Schulich Funds	\$ 293,651
Training, Equipment & Renewal Fund	\$ 293,651
	<u>\$ 4,682,702</u>

### PLANNED EXPENDITURES:

Campus Infrastructure	
Outdoor Classroom	\$ 1,000,000
Electrical Upgrades	\$ 25,000
Residence Building Repairs	\$ 300,000
HVAC Replacements	\$ 665,000
Grounds Infrastructure	\$ 700,000
Asphalt Repairs	\$ 75,000
Renovation	
Classroom Renovations	\$ 360,000
Building Renovations	\$ 900,400
Equipment & Furnishings	
Furniture	\$ 30,000
Equipment	\$ 627,302
	<u>\$ 4,682,702</u>

**Nipissing University**  
**2025-2026 Consolidated Budget**

	Operating Fund 10	Internally Restricted 11	Ancillary Fund 15	Capital Fund 40	Trust Fund (Non-Endowed) 50	Research Fund 60	Specifically Funded 70	Endowed Funds 51,80	Employee related	Total Consolidated Budget
<b>REVENUE</b>										
Government Grants	42,654,956					1,123,455	3,495,785			47,274,196
Student Fees - Tuition	35,275,953									35,275,953
Student Fees - Ancillary fees and other income	4,270,269									4,270,269
Sales (Accommodations, Corporate events, etc)			8,523,727							8,523,727
Other	1,891,237						259,676			2,150,913
Amortization of Deferred Capital Contributions	-			1,550,000						1,550,000
Investment	520,000				798,704			245,500		1,564,204
Donations	45,000				272,000					317,000
<b>TOTAL REVENUE</b>	<b>84,657,415</b>	<b>-</b>	<b>8,523,727</b>	<b>1,550,000</b>	<b>1,070,704</b>	<b>1,123,455</b>	<b>3,755,461</b>	<b>245,500</b>	<b>-</b>	<b>100,926,262</b>
<b>EXPENSES</b>										
Salaries and Benefits	62,105,765	35,000	3,120,944			766,422	652,460		650,000	67,330,591
Operating and Research	13,030,305	613,257	2,630,400		177,535	569,533	270,465	5,500		17,296,995
Scholarships and Bursaries	3,649,400				400,000			240,000		4,289,400
Occupancy Costs	4,401,164						2,832,536			7,233,700
Amortization of Capital Assets	-			3,950,000						3,950,000
Principal and Interest on Long Term Debt	1,005,981		1,175,121	(1,355,798)						825,304
<b>TOTAL EXPENSES</b>	<b>84,192,615</b>	<b>648,257</b>	<b>6,926,465</b>	<b>2,594,202</b>	<b>577,535</b>	<b>1,335,955</b>	<b>3,755,461</b>	<b>245,500</b>	<b>650,000</b>	<b>100,925,990</b>
<b>EXCESS OF REVENUES OVER EXPENSES (EXPENSES OVER REVENUE) BEFORE THE UNDERNOTED</b>	<b>464,800</b>	<b>(648,257)</b>	<b>1,597,262</b>	<b>(1,044,202)</b>	<b>493,169</b>	<b>(212,500)</b>	<b>-</b>	<b>-</b>	<b>(650,000)</b>	<b>272</b>
<b>TRANSFERS</b>										
Transfers from donations and fundraising	493,169				(493,169)	-				-
Transfer to Fund 11 for negotiated allowances	(648,257)	648,257								-
Transfer to Research initiatives	(212,500)					212,500				-
<b>TOTAL IN YEAR TRANSFERS</b>	<b>(367,588)</b>	<b>648,257</b>	<b>-</b>	<b>-</b>	<b>(493,169)</b>	<b>212,500</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL EXCESS (DEFICIENCY) OF REVENUE OVER EXPENSES</b>	<b>97,212</b>	<b>-</b>	<b>1,597,262</b>	<b>(1,044,202)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(650,000)</b>	<b>272</b>



**NIPISSING UNIVERSITY**  
**Budget Projections**

	Projection to 2024-2025 year end	2025-2026 Annual Budget	2026-2027 Projected Budget	2027-2028 Projected Budget
<b>Revenue</b>				
Government Grants	\$ 42,745,372	\$ 42,654,956	\$ 43,715,099	\$ 39,758,684
Domestic Tuition	\$ 28,715,136	\$ 30,263,148	\$ 31,582,273	\$ 34,080,163
International Tuition	\$ 8,355,309	\$ 5,012,805	\$ 6,417,163	\$ 10,454,516
Student Fees - Ancillary & Other	\$ 3,975,257	\$ 4,270,269	\$ 4,270,269	\$ 4,270,269
Other	\$ 2,427,196	\$ 2,456,237	\$ 2,456,237	\$ 2,456,237
<b>Total Operating Revenues</b>	<b>\$ 86,218,270</b>	<b>\$ 84,657,415</b>	<b>\$ 88,441,041</b>	<b>\$ 91,019,869</b>
<b>Expenses</b>				
Instructional Staff	\$ 29,849,931	\$ 31,571,798	\$ 33,571,458	\$ 35,750,031
Non-Instructional Staff	\$ 19,370,000	\$ 20,569,919	\$ 21,694,141	\$ 23,028,848
Benefits	\$ 9,929,769	\$ 10,692,398	\$ 11,495,245	\$ 12,226,007
Salary recoveries	\$ (1,118,111)	\$ (728,350)	\$ (728,350)	\$ (728,350)
<b>Total salaries &amp; benefits</b>	<b>\$ 58,031,589</b>	<b>\$ 62,105,765</b>	<b>\$ 66,032,494</b>	<b>\$ 70,276,536</b>
Non-staff expense	\$ 18,034,026	\$ 18,437,450	\$ 18,888,425	\$ 19,227,162
Scholarships and Bursaries	\$ 3,320,775	\$ 3,649,400	\$ 3,649,400	\$ 3,649,400
<b>Total Operating Expenses</b>	<b>\$ 79,386,390</b>	<b>\$ 84,192,615</b>	<b>\$ 88,570,318</b>	<b>\$ 93,153,098</b>
<b>Surplus (Deficit) Before Undernote</b>	<b>\$ 6,831,880</b>	<b>\$ 464,800</b>	<b>\$ (129,278)</b>	<b>\$ (2,133,229)</b>
<b>Transfers</b>				
Transfers (to) from other funds	\$ (331,555)	\$ (367,588)	\$ (367,588)	\$ (367,588)
<b>Total Operating Transfers</b>	<b>\$ (331,555)</b>	<b>\$ (367,588)</b>	<b>\$ (367,588)</b>	<b>\$ (367,588)</b>
<b>Total Operating Surplus</b>	<b>\$ 6,500,325</b>	<b>\$ 97,212</b>	<b>\$ (496,866)</b>	<b>\$ (2,500,817)</b>
	<b>Projections to 2024-2025 year end</b>	<b>2025-2026 Updated Budget</b>	<b>2026-2027 Projected Budget</b>	<b>2027-2028 Projected Budget</b>
<b>Revenue</b>				
Residence	\$ 7,300,000	\$ 7,344,936	\$ 7,565,284	\$ 7,792,243
Campus Sales & Services - 3rd party & Inte	\$ 78,144	\$ 150,400	\$ 154,912	\$ 159,559
Conference Services (Corporate events and Summer Accommodations)	\$ 425,000	\$ 506,750	\$ 521,953	\$ 537,611
Extended Learning	\$ 84,896	\$ 521,641	\$ 537,290	\$ 553,409
<b>Total Ancillary Revenues</b>	<b>\$ 7,888,040</b>	<b>\$ 8,523,727</b>	<b>\$ 8,779,439</b>	<b>\$ 9,042,822</b>
<b>Expenses</b>				
Salaries and Benefits	\$ 2,498,000	\$ 3,120,944	\$ 3,269,189	\$ 3,416,302
Operating	\$ 2,858,969	\$ 2,630,400	\$ 2,761,920	\$ 2,900,016
Long term debt	\$ 1,175,107	\$ 1,175,121	\$ 1,174,959	\$ 1,762,439
<b>Total Ancillary Expenses</b>	<b>\$ 6,532,076</b>	<b>\$ 6,926,465</b>	<b>\$ 7,206,068</b>	<b>\$ 8,078,757</b>
<b>Net Ancillary Surplus</b>	<b>\$ 1,355,964</b>	<b>\$ 1,597,262</b>	<b>\$ 1,573,371</b>	<b>\$ 964,065</b>
<b>Capital adjustments</b>	<b>\$ (1,175,000)</b>	<b>\$ (1,044,202)</b>	<b>\$ (1,044,202)</b>	<b>\$ (1,044,202)</b>
<b>Employee Future benefits adjustment</b>	<b>\$ (650,000)</b>	<b>\$ (650,000)</b>	<b>\$ (650,000)</b>	<b>\$ (650,000)</b>
<b>Consolidated Surplus</b>	<b>\$ 6,031,289</b>	<b>\$ 272</b>	<b>\$ (617,697)</b>	<b>\$ (3,230,954)</b>

Ministry Financial Accountability Framework ratios

		Thresholds		
		Medium-risk	High-risk	Weight
Liquidity Ratios:				
	Primary reserve (days):	< 90	< 30	50%
	Working Capital	< 1.25	< 1	50%
Sustainability Ratios				
	Viability ratio	< 60%	< 30%	25%
	Debt ratio	> 35%	> 55%	25%
	Debt to revenue ratio	> 35%	> 50%	25%
	Interest burden ratio	> 2%	> 4%	25%
Performance				
	Surplus (deficit) ratio	< 1.5%	< 0%	50%
	Net operating revenue ratios	< 7%	< 2%	50%
Credit rating				
	Third party credit rating			

2023-2024 Confirmed		
Ratio calculation	Rating	Overall Category rating
49.54	1	0.5
1.50	-	
42%	1	0.8
56%	2	
31%	-	
1%	-	
3.7%	-	0.5
6.1%	1	
BBB Stable	1	1

2024-2025 Projected		
Ratio calculation	Rating	Overall Category rating
69.45	1	0.5
1.50	-	
58%	1	0.5
54%	1	
28%	-	
1%	-	
6.0%	-	-
8.2%	-	
BBB Stable	1	1

2025-2026 Projected		
Ratio calculation	Rating	Overall Category rating
65.01	1	0.5
1.50	-	
61%	-	0.3
54%	1	
29%	-	
1%	-	
0.1%	1	1.0
2.5%	1	
BBB Stable	1	1

2026-2027 Projected		
Ratio calculation	Rating	Overall Category rating
61.69	1	0.5
1.50	-	
64%	-	0.5
54%	2	
26%	-	
1%	-	
-0.6%	2	1.5
1.8%	1	
BBB Stable	1	1

2027-2028 Projected		
Ratio calculation	Rating	Overall Category rating
47.19	1	0.5
1.50	-	
55%	1	0.8
55%	2	
24%	-	
1%	-	
-3.2%	2	2.0
-0.9%	2	
BBB Stable	1	1

Overall Risk Score Action Plan

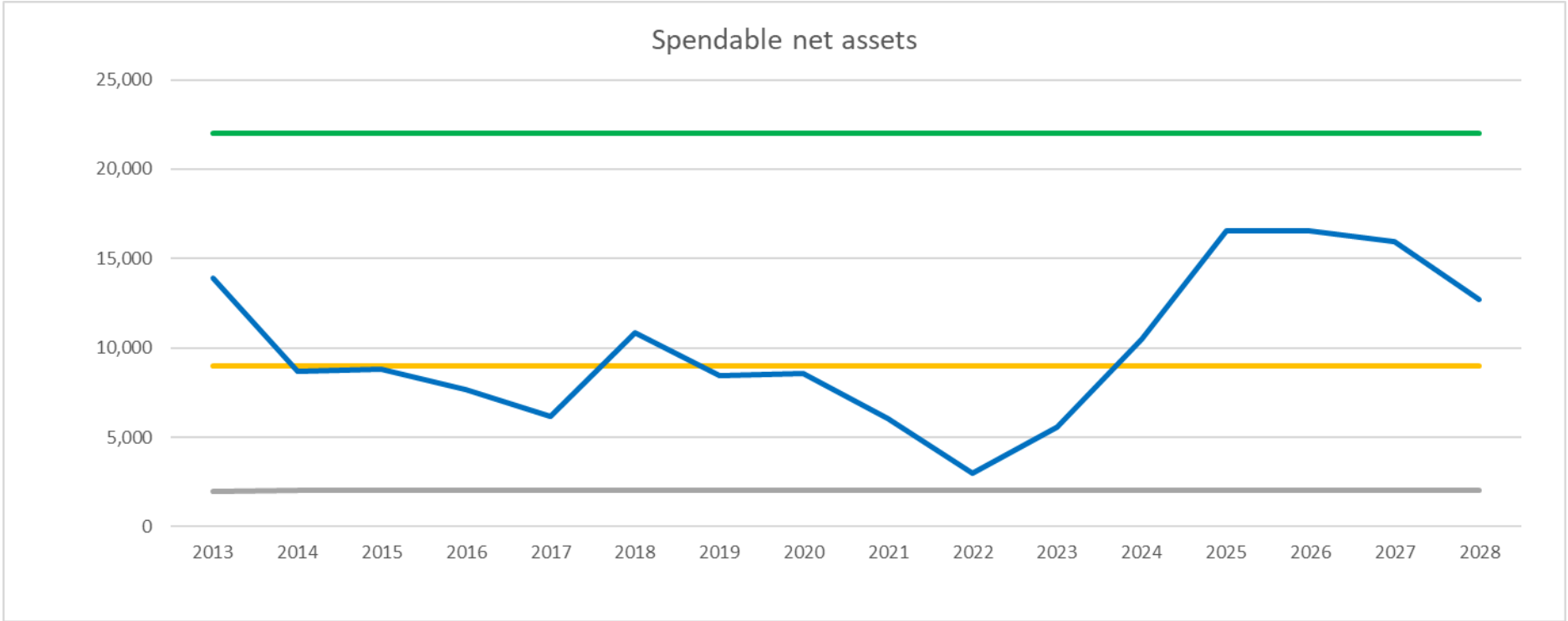
Low Action

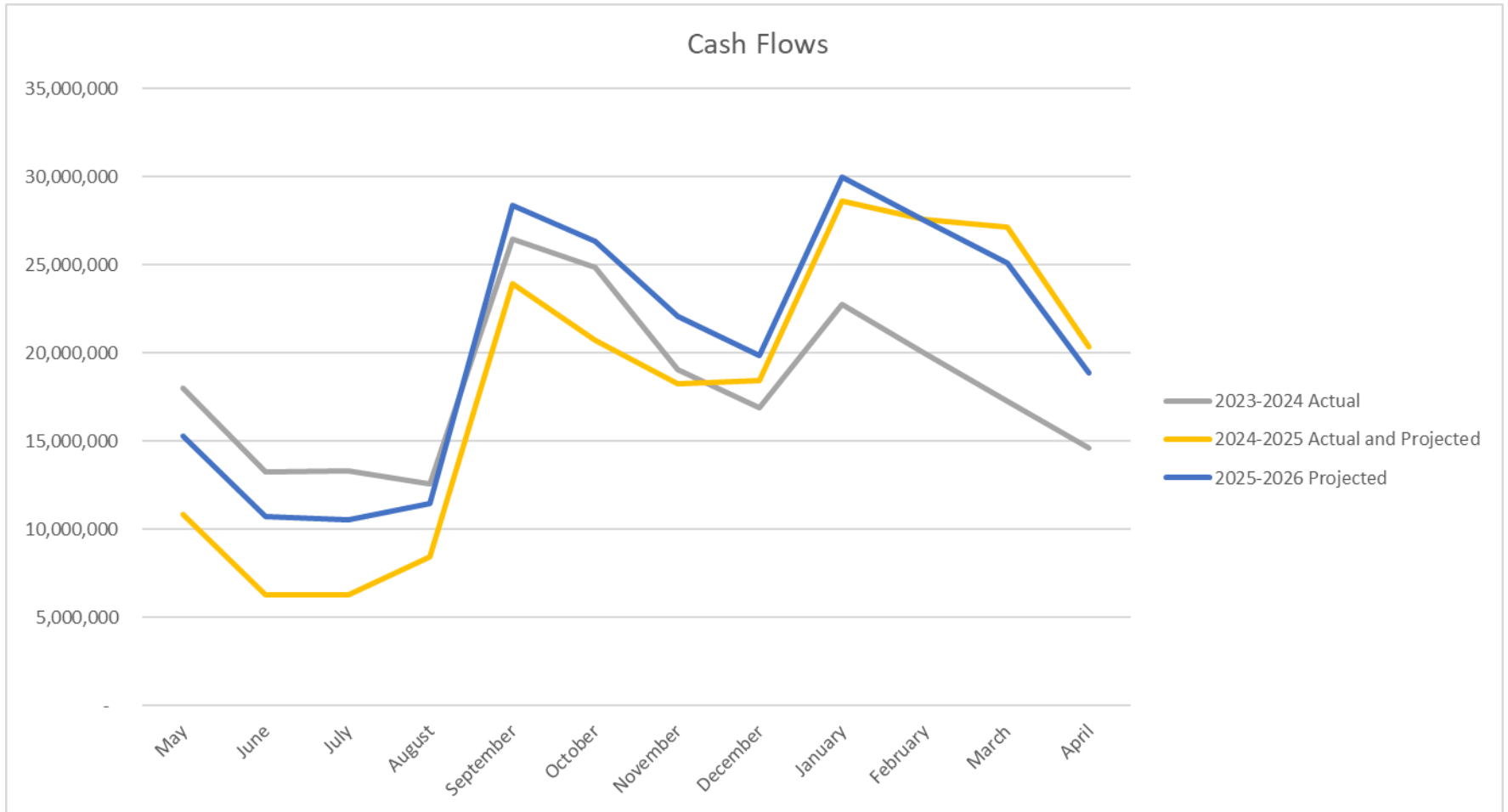
Low Action

Low Action

Medium Action

High Action





## Appendix 1: Expenses by department

### NIPISSING UNIVERSITY

#### Arts & Science

	2025-2026 Budget	2024-2025 Budget	Variance	% Variance
<b>Expenses</b>				
Salaries & Benefits	\$ 15,711,288	\$ 16,114,348	\$ (403,060)	-2.50%
Operating costs	\$ 132,970	\$ 142,304	\$ (9,334)	-6.56%
<b>Expenses Total</b>	<b>\$ 15,844,258</b>	<b>\$ 16,256,652</b>	<b>\$ (412,394)</b>	<b>-2.54%</b>
<b>Transfers</b>				
Transfers to (from) other funds	\$ 229,667	\$ 246,654	\$ (16,987)	-6.89%
<b>Transfers Total</b>	<b>\$ 229,667</b>	<b>\$ 246,654</b>	<b>\$ (16,987)</b>	<b>-6.89%</b>
<b>Net expenses</b>	<b>\$ 16,073,925</b>	<b>\$ 16,503,306</b>	<b>\$ (429,381)</b>	<b>-2.60%</b>

**NIPISSING UNIVERSITY**  
**Education and Professional Studies**

	<b>2025-2026 Budget</b>	<b>2024-2025 Budget</b>	<b>Variance</b>	<b>% Variance</b>
<b>Expenses</b>				
Salaries & benefits	\$ 24,365,856	\$ 21,864,474	\$ 2,501,382	11.44%
Operating costs	\$ 1,257,491	\$ 1,152,849	\$ 104,642	9.08%
<b>Expenses Total</b>	<b>25,623,347</b>	<b>23,017,323</b>	<b>\$ 2,606,024</b>	<b>11.32%</b>
<b>Transfers</b>				
Transfers to (from) other funds	\$ 254,840	\$ 226,773	\$ 28,067	12.38%
<b>Transfers Total</b>	<b>\$ 254,840</b>	<b>\$ 226,773</b>	<b>\$ 28,067</b>	<b>12.38%</b>
<b>Net expenses</b>	<b>\$ 25,878,187</b>	<b>\$ 23,244,096</b>	<b>\$ 2,634,091</b>	<b>11.33%</b>

**NIPISSING UNIVERSITY**  
**Academic Support & Library**

	<b>2025-2026 Budget</b>	<b>2024-2025 Budget</b>	<b>Variance</b>	<b>% Variance</b>
<b>Expenses</b>				
Salaries & benefits	\$ 7,621,917	\$ 6,772,915	\$ 849,002	12.54%
Operating costs	\$ 3,684,421	\$ 4,146,217	\$ (461,796)	-11.14%
<b>Expenses Total</b>	<b>11,306,338</b>	<b>10,919,132</b>	<b>387,206</b>	<b>3.55%</b>
<b>Transfers</b>				
Transfers to (from) other funds	\$ 374,250	\$ 563,050	\$ (188,800)	-33.53%
<b>Transfers Total</b>	<b>\$ 374,250</b>	<b>\$ 563,050</b>	<b>\$ (188,800)</b>	<b>-33.53%</b>
<b>Net expenses</b>	<b>\$ 11,680,588</b>	<b>\$ 11,482,182</b>	<b>\$ 198,406</b>	<b>1.73%</b>

**NIPISSING UNIVERSITY**  
**Office of Indigenous Initiatives**

	<b>2025-2026 Budget</b>	<b>2024-2025 Budget</b>	<b>Variance</b>	<b>% Variance</b>
<b>Expenses</b>				
Salaries & benefits	\$ 700,407	\$ 758,140	\$ (57,733)	-7.62%
Operating costs	\$ 104,090	\$ 104,090	\$ -	0.00%
<b>Expenses Total</b>	<b>804,497</b>	<b>862,230</b>	<b>\$ (57,733)</b>	<b>-6.70%</b>
<b>Transfers</b>				
Transfers to (from) other funds	\$ -	\$ -	\$ -	0.00%
<b>Transfers Total</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>0.00%</b>
<b>Net expenses</b>	<b>\$ 804,497</b>	<b>\$ 862,230</b>	<b>\$ (57,733)</b>	<b>-6.70%</b>



**NIPISSING UNIVERSITY**  
**Student Services**

	<b>2025-2026 Budget</b>	<b>2024-2025 Budget</b>	<b>Variance</b>	<b>% Variance</b>
<b>Expenses</b>				
Salaries & benefits	\$ 3,789,438	\$ 3,614,412	\$ 175,026	4.84%
Operating costs	\$ 2,975,004	\$ 2,831,946	\$ 143,058	5.05%
<b>Expenses Total</b>	<b>6,764,442</b>	<b>6,446,358</b>	<b>318,084</b>	<b>4.93%</b>
<b>Transfers</b>				
Transfers to (from) other funds	\$ (182,000)	\$ (182,000)	\$ -	0.00%
<b>Transfers Total</b>	<b>\$ (182,000)</b>	<b>\$ (182,000)</b>	<b>\$ -</b>	<b>0.00%</b>
<b>Net expenses</b>	<b>\$ 6,582,442</b>	<b>\$ 6,264,358</b>	<b>\$ 318,084</b>	<b>5.08%</b>

**NIPISSING UNIVERSITY**  
**Athletics**

	<b>2025-2026 Budget</b>	<b>2024-2025 Budget</b>	<b>Variance</b>	<b>% Variance</b>
<b>Expenses</b>				
Salaries & benefits	\$ 1,788,331	\$ 1,669,594	\$ 118,737	7.11%
Operating costs	\$ 1,827,732	\$ 1,399,249	\$ 428,483	30.62%
<b>Expenses Total</b>	<b>\$ 3,616,063</b>	<b>\$ 3,068,843</b>	<b>\$ 547,220</b>	<b>17.83%</b>
<b>Transfers</b>				
Transfers to (from) other funds	\$ (233,169)	\$ (39,922)	\$ (193,247)	484.06%
<b>Transfers Total</b>	<b>\$ (233,169)</b>	<b>\$ (39,922)</b>	<b>\$ (193,247)</b>	<b>484.06%</b>
<b>Net expenses</b>	<b>\$ 3,382,894</b>	<b>\$ 3,028,921</b>	<b>\$ 353,973</b>	<b>501.89%</b>

**NIPISSING UNIVERSITY**  
**Administration**

	<b>2025-2026 Budget</b>	<b>2024-2025 Budget</b>	<b>Variance</b>	<b>% Variance</b>
<b>Expenses</b>				
Salaries & benefits	\$ 8,001,548	\$ 8,348,129	\$ (346,581)	-4.15%
Operating costs	\$ 12,105,142	\$ 10,578,146	\$ 1,526,996	14.44%
<b>Expenses Total</b>	<b>20,106,690</b>	<b>18,926,275</b>	<b>\$ 1,180,415</b>	<b>6.24%</b>
<b>Transfers</b>				
Transfers to (from) other funds	\$ (76,000)	\$ (483,000)	\$ 407,000	-84.27%
<b>Transfers Total</b>	<b>\$ (76,000)</b>	<b>\$ (483,000)</b>	<b>\$ 407,000</b>	<b>-84.27%</b>
<b>Net expenses</b>	<b>\$ 20,030,690</b>	<b>\$ 18,443,275</b>	<b>\$ 1,587,415</b>	<b>8.61%</b>

## Appendix 2: Fund descriptions

Separate funds are setup for activities, with each fund comprised of its own revenue and expenses. The following funds are used:

**Operating Fund (Fund 10):** Revenues and expenses that are directly related to the mission of the University, education and activities supporting research.

**Internally restricted (Fund 11):** This fund accounts for expenses that are funded from various allowances negotiated through the collective agreement and Appointment letters such as Personal Expense Reimbursement, Research Allowance, Professional Development allowance, etc.. Transfers from the Operating fund increase the funds available in internally restricted net assets. Expenses are accounted for when expenses are incurred (i.e. conference fees, travel, etc..). Amounts in this fund are carried forward annually until fully spent or no longer available for spending.

**Ancillary Fund (Fund 15):** Sales of goods and services by departments that are defined as being supplementary to the University's primary operating activities of education and research. Such sales may be made to the University community and/or to external clients.

**Capital Fund (Fund 40):** Funding and expenditures for capital projects.

**Trust (Non-Endowed) Fund (Fund 50):** Donations and fundraising revenues with internal or external restrictions are recorded in this fund. Income generated from investments is also recorded as revenue in this fund. Donation revenue is recorded when expenses are incurred.

**Research Fund (Fund 60):** Research-related funds externally restricted by an agreement or contract for specific research purposes. The use of these funds is restricted by the donor or granting agency.

**Specifically Funded (Fund 70):** Funding provided by an external entity, or internally restricted by an agreement outlining expenditure of the funds and a requirement to return unspent funds at the end of the term.

**Endowments (Fund 51):** Donations or bequests received by the University that have a non-expendable requirement as well as other legal requirements for use as agreed upon by the donor and the University. This fund also includes internal endowments which are unrestricted donations that have been endowed by action of the Board of Governors.

# COU Academic Colleagues

Report by Lanyan Chen

**April 15-16, 2025**

## **Meeting Notes**

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

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

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

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

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

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

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

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

## ***Information Sharing***

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

## ***COU Update***

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

## ***Topics for future meetings***

The following topics were suggested for future Academic Colleagues meetings:

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

## ***Upcoming meetings***

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

Earlier, the 2023-2024 Annual Report of the Ontario Universities Council on Quality Assurance was shared with Academic Colleagues which you can access at this link:

<https://oucqa.ca/wp-content/uploads/OUCQA-Annual-Report-2023-2024-Accessible.pdf>

### **[Ensuring Quality in Ontario Universities](#)**

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

oucqa.ca

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

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



## **NUSU Academic Senate Report: April 2025**

### **NUSU Executives Start May 1st**

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

- **President:** Matthew Suszter
- **Vice-President, Finance & Administration:** Nicholas Botham
- **Vice-President, Student Life:** Owen Remillard
- **Vice-President, Advocacy & Awareness:** Jaden Martin
- **Executive Director:** Warren Lindsay
- **Operations Manager:** Nicole Seeley
- **Events Coordinator:** Sav Searle
- **Summer Interns:** Abby Noonan & Carter Jessup

### **Conferences & Development**

#### **AMICCUS-C 2025**

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



## **Summer Operations**

### **Building & Food Pantry Hours**

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

## **Student Programming**

### **Summer Series: Goose Chase Challenge**

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

## **Upcoming Events**

### **Gallery Showing**

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



## Provost's Annual Tenure and Promotion Report 2023-24

**\*REVISED May 14, 2025**

*Please note Dr. Marc Pilon was inadvertently left off the March 28, 2024 Provost's Annual Tenure and Promotion Report 2023-24. Dr. Pilon was awarded Promotion at the Associate Professor level, Tenure-Track, on April 1, 2024.*

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:

<b>TENURE</b>				
<b>Applications</b>	<b>Granted</b>	<b>Denied</b>	<b>Deferred</b>	<b>Withdrawn</b>
1	1	0	0	0
<b>Applicants Awarded Tenure (Tenure &amp; Promotion Process):</b>				
Dr. Nancy Stevens, Faculty of Arts and Science				

<b>PROMOTION TO ASSOCIATE PROFESSOR</b>				
<b>Applications</b>	<b>Granted</b>	<b>Denied</b>	<b>Withdrawn</b>	<b>URAC</b>
1	1	0	0	0
<b>Applicants Awarded Promotion to Associate Professor:</b>				
Dr. Nancy Stevens, Faculty of Arts and Science				

<b>PROMOTION TO PROFESSOR</b>			
<b>Applications</b>	<b>Granted</b>	<b>Denied</b>	<b>Withdrawn</b>
2	2	0	0
<b>Applicants Awarded Promotion to Professor (T&amp;P Process):</b>			
Dr. Ali Hatef, Faculty of Arts and Science			
Dr. Andrew Weeks, Faculty of Arts and Science			

<b>No. of Applications heard by the University Review Appeals Committee</b>	0
<b>No. of Grievances heard by the University Review Appeals Board</b>	0

<b>No. of Job Candidates awarded Tenure upon appointment</b>	0
<b>No. of Job Candidates awarded Promotion to Associate Professor or Professor upon appointment</b>	
*Dr. Marc Pilon, Faculty of Education and Professional Studies	1

## **Provost's Annual Tenure and Promotion Report 2024-25**

May 14, 2025

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<b>TENURE</b>				
<b>Applications</b>	<b>Granted</b>	<b>Denied</b>	<b>Deferred</b>	<b>Withdrawn</b>
2	2	0	0	0
<b>Applicants Awarded Tenure (Tenure &amp; Promotion Process):</b>				
Alireza Khorakian, Faculty of Education and Professional Studies Dr. Tyson Stewart, Faculty of Arts and Science				

<b>PROMOTION TO ASSOCIATE PROFESSOR</b>				
<b>Applications</b>	<b>Granted</b>	<b>Denied</b>	<b>Withdrawn</b>	<b>URAC</b>
2	2	0	0	0
<b>Applicants Awarded Promotion to Associate Professor:</b>				
Dr. Chris Greco, Faculty of Education and Professional Studies Dr. Tyson Stewart, Faculty of Arts and Science				

<b>PROMOTION TO PROFESSOR</b>			
<b>Applications</b>	<b>Granted</b>	<b>Denied</b>	<b>Withdrawn</b>
1	0	1	0

<b>No. of Applications heard by the University Review Appeals Committee</b>	1
<b>No. of Grievances heard by the University Review Appeals Board</b>	0

<b>No. of Job Candidates awarded Tenure upon appointment</b>	0
<b>No. of Job Candidates awarded Promotion to Associate Professor or Professor upon appointment</b>	0



## Provost & Vice-President, Academic

### Report to Senate – June 2025

1. The Province of Ontario is working with Faculties of Education to expand the pipeline of qualified teachers. The Province has proposed one-time funding to support Initial Teacher Education in 2025-26 and 2026-27, but only for FTEs above our recognized funded cap. The Deans are working diligently to propose strategies to meet our shared objective of graduating qualified teachers.
2. At June 2, 2025, we have 625.55 FTE in SS (492 UG, 50 GR, and 83 other [see below]). In 2024-25, we concluded SS with 627.7 FTE, so are anticipating exceeding last year's total final SS enrolment.

	SS 25-FFTE	SS 24-FFTE
UG	492.12	481.46
GR	50	50
Other*	83.43	69.45
<b>Total</b>	<b>625.55</b>	<b>600.91</b>
*Other:		
AQ	53.2	63.6
<i>Indigenous Classroom Assistant Diploma</i>	11.33	1.95
<i>Indigenous Teacher Education Program</i>	18.1	3.6
<i>Teacher of Indigenous Language as a Second Language</i>	0.8	0.3

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

Domestic Snapshot	Applications	Offers	Acceptances
2025-26	6640	4273	1665 <sup>1</sup>
2024-25	6275	3617	1405
2023-24	5852	3667	1072
2022-23	5824	3195	835

3. Congratulations to Drs. Chris Greco, Alireza Khorakian, and Tyson Stewart on the awarding of their respective tenure and promotions. Special thanks to the Tenure and Promotion Committee.
4. Please join me in welcoming new Faculty commencing July 1, 2025:

New Faculty		Area
Ines Ferreira Dias Tavares	TT	School of Criminal Justice
Alyssa Leblond	TT	School of Criminal Justice
Kristen Beck (August 1)	TT	Environmental Science
Hannah Chestnutt	TT	SSoE Curriculum and Assessment
Emily Sprowls	TT	SSoE Environmental Science
Christine Lalonde	TT	CHFS/Psychology

Postdoctoral fellows:

Fatemeh Ameli - January 1, 2025 - December 31, 2025 - Dr. Zarifa

Meredith Schertzinger - April 1, 2023 - December 31, 2025 – Dr. M. Bruner

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<sup>1</sup> At November 1, 2024, Nipissing University realized 1619 headcount, total new enrollment.



## Board of Governors Report to Senate – June 2025

### **Board of Governors Meeting April 24, 2025**

The Board of Governors met on Thursday, April 24, 2025, In the Centre for Teaching and Learning and via Zoom remote conferencing.

The Chair welcomed incoming NUSU Executive members Matthew Suszter, Nicholas Botham, Jaden Martin, and Owen Remillard, and his expressed to the outgoing leadership. He also noted that John D'Agostino, Vice-Chair, has been reappointed to a second three-year term, effective July 1, 2025.

Elections for Board Officers took place with David Smits elected as Board Chair, John D'Agostino elected as Vice-Chair, and Ravil Veli elected as Vice-Chair Pro Tem.

The Board reviewed the 2024-25 projections and the 2025-26 Budget. The projected consolidated result for 2024-25 is approximately \$6 million. The total consolidated budget for 2025-26 projects a consolidated surplus of \$272.00. The Board approved the Budget, including Domestic, Out-of-Province, and International tuition rates, and Nipissing University Ancillary Fees.

The Board of Governors also approved the creation of the Data Science Program and the Environmental Science Program, subject to final approval by the Ministry.

The Board of Governors next meets on June 25, 2025, at 3:30 p.m.





## **NUSU Academic Senate Report: June 2025**

### **Transition to Campus Trust – Effective September 1, 2025**

Our current contract with WeSpeak will conclude at the end of August. Beginning September 1st, NUSU will transition to Campus Trust as the new provider for the student health and dental plan.

This move comes with several important benefits for students:

- Lower cost: Students will save \$10 on their health plan.
- Improved service: Campus Trust offers 24/7 communication access with guaranteed response times of under 24 hours.
- Expanded coverage: The new plan will provide more comprehensive coverage for students, enhancing access to essential health services.

### **COCA Conference (June 8–13)**

Several members of the NUSU staff team will be attending the annual COCA (Canadian Organization of Campus Activities) conference from June 8th to 13th. This event provides workshops and sessions related to student engagement, events planning, media, and leadership. It is an excellent opportunity to learn from student unions and universities across Canada and bring new ideas back to Nipissing.

### **Ontario Skills Development Symposium (June 14–15)**

The President and VPFA will be attending a conference from June 14th to 15th. This gathering will focus on student governance and effective union operations, allowing our executives to build connections and develop strategic insights to better support students at Nipissing.

### **Convocation (June 10 - 12)**

Convocation is always a proud moment for our university community. This year, our President and Vice-President Finance & Administration, will be delivering speeches on behalf of NUSU. We'd like to offer a heartfelt congratulations to all graduates as they walk across the stage and step into the next chapter of their lives.

### **Community Cleanup – June 17**

We're organizing a campus and community cleanup on June 17th. This initiative invites students and community members to help beautify our local environment and give back through action.

**Brain Tumour Walk – June 19**

NUSU is proud to support the Brain Tumour Walk on June 19th. This event helps raise awareness and funds for critical research and support services for those affected by brain tumours.

**North Bay Indigenous Friendship Centre PowWow**

We are honoured to participate in and support the upcoming PowWow hosted by the North Bay Indigenous Friendship Centre. This is a time of celebration, connection, and culture, and we encourage all students to attend and engage respectfully.

**Pride BBQ & Drag Show – June 25 (3:00–6:30PM)**

In celebration of Pride Month, NUSU will be hosting a Pride BBQ and Drag Show on June 25th from 3:00PM to 6:30PM. This event is an opportunity to celebrate the 2SLGBTQIA+ community on campus and foster a welcoming and inclusive space for all students. We hope to see you there!

## **NIPISSING UNIVERSITY**

### **REPORT OF THE SENATE EXECUTIVE COMMITTEE**

May 29, 2025

A meeting of the Senate Executive Committee took place on May 29, 2025. The meeting took place in person and by Zoom conference.

The following members participated:

A. Graff, (Vice-Chair), B. Law, G. Raymer, N. Colborne, T. Sibbald (Speaker), G. Phillips, J. Allison, D. Iafrate, J. Martin, S. Landriault (Recording Secretary, n-v)

Regrets: K. Wamsley (Chair), S. Renshaw

The meeting was convened to set the agenda for the June 6, 2025, Senate meeting.

Senate Standing Committee Reports submitted for Inclusion in the Senate agenda:

- Academic Quality Assurance and Planning Committee, report dated May 23, 2025.
- Graduate Studies Committee, report dated May 21, 2025.
- Senate Research Committee, report dated May 12, 2025.
- Teaching and Learning Committee, reports dated December 16, 2024; January 20, 2025; and March 25, 2025.

Senate Standing Committee Annual Reports submitted for Inclusion in the Senate agenda:

- Senate Executive Committee
- Academic Appeals and Petitions Committee
- Academic Awards Committee
- Academic Curriculum Committee
- Graduate Studies Committee
- Honorary Degrees Committee
- Joint Committee of the Board and Senate on Governance
- Senate Research Committee
- Senate Budget Advisory Committee

As meetings of the Academic Quality Assurance and Planning Committee, By-laws and Elections Committee, and the Teaching and Learning Committee are ongoing, their Annual Reports will be submitted to the Senate Executive for inclusion in the September 12, 2025 Senate agenda.

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

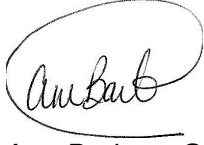
- Council of Ontario Universities (COU) Academic Colleague – Alternate (one faculty Senator)
- Deputy Speaker of Senate (one faculty Senator)
- Senate representative to serve on the Board of Governors (one faculty Senator)

The Deans and the Associate Vice-President Research, Innovation and Graduate Studies will announce the number of graduands by faculty and degree and extend congratulations under announcements.



Moved by D. Iafrate, seconded by J. Allison that the Senate Executive Committee approves the June 6, 2025 Senate agenda.  
CARRIED

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "Ann-Barb", enclosed within a hand-drawn oval.

Ann-Barbara Graff  
Vice-Chair, Senate Executive Committee

Motion 1: That Senate receive the Report of the Senate Executive dated May 29, 2025.

**NIPISSING UNIVERSITY**  
**SENATE EXECUTIVE COMMITTEE ANNUAL REPORT**

May 29, 2025

The Senate Executive Committee met a total of 10 times from July 1, 2024 to May 29, 2025.

<b>Members</b>	<b>Attendance/Participation</b>
Kevin Wamsley, Chair	9
Ann-Barbara Graff, Vice-Chair	8
Tim Sibbald, Speaker	10
Gyllie Phillips, Deputy Speaker	5
Barbi Law	8
Dan Walters (attended on behalf of the AVPRIGS)	2
Nathan Colborne	9
Graydon Raymer	9
Debra lafrate	9
Sal Renshaw (A&S)	7
John Allison (EPS) (Jan. 7, 2025 to present)	6
Adam Adler (EPS) (July 1, 2024 to Dec. 10, 2024)	1
Jaden Martin (NUSU) (May 1, 2025 to present)	1
Tyandra Miller (NUSU) (May 1, 2024 to April 30, 2025)	0

**Implementation of Governance Platform**

The BoardEffect governance platform was implemented in October 2024.

**Senate Standing Committee Work Plans**

The following 2024-2025 Senate Standing Committee Work Plans were received by the Senate Executive Committee and forwarded to Senate for information:

- Academic Curriculum Committee
- Academic Quality Assurance and Planning Committee
- By-laws and Elections Committee
- Graduate Studies Committee
- Honorary Degrees Committee
- Senate Budget Advisory Committee
- Senate Research Committee
- Teaching and Learning Committee

**Senate Meeting Dates for 2025-2026**

The Senate Executive Committee established the Senate meeting dates for the 2025-2026 academic year as follows:

- Friday, September 12, 2025
- Friday, October 24, 2025
- Friday, November 21, 2025
- Friday, December 12, 2025
- Friday, February 27, 2026
- Friday, March 27, 2026
- Friday, April 24, 2026
- Friday, May 22, 2026
- Friday, June 12, 2026

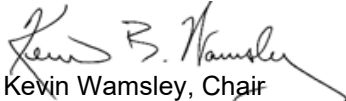
**Annual Reports**

Annual Reports were received from the following Senate Standing Committees:

- Academic Appeals and Petitions Committee
- Academic Awards Committee

- Academic Curriculum Committee
- Graduate Studies Committee
- Honorary Degrees Committee
- Joint Committee of the Board and Senate on Governance
- Senate Budget Advisory Committee
- Senate Executive Committee
- Senate Research Committee

Respectfully submitted,



Kevin Wamsley, Chair  
Senate Executive Committee

MOTION 1: That Senate receive the Annual Report of the Senate Executive Committee dated May 29, 2025.



**ANNUAL REPORT OF THE  
ACADEMIC APPEALS AND PETITIONS COMMITTEE**

May 21, 2025

The Senate Committee on Academic Appeals and Petitions (AAPC) members include:

Debra Iafrate (Chair)  
Robin Gendron  
Logan Hoehn  
Corina Irwin  
Alison Schinkel-Ivy  
Jeff Thornborrow  
Julie Corkett  
Tyandra Miller  
Emma Bonneau  
Brendan Brown  
Daniel Cassanto

From July 1<sup>st</sup> to May 21<sup>st</sup>, 2025, 306 petitions were reviewed, and 12 academic appeals were heard.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Debra', with a large, stylized loop at the end.

Debra Iafrate, Chair  
Academic Appeals and Petitions Committee

Motion 1: That the Annual Report of the Academic Appeals and Petitions Committee dated May 21, 2025, be received by Senate.



**ANNUAL REPORT OF THE  
ACADEMIC AWARDS COMMITTEE**

May 21, 2025

The membership of the Senate Committee on Academic Awards (AAC) is as follows:

**COMMITTEE MEMBERS**

Debra Iafrate (Chair)  
Lindsay Sullivan  
Leslie Aitchison  
Steven Smits  
Dr. Nancy Stevens (A&S Senator)  
Mukund Jha (A&S non-Senator)  
Dr. Dean Hay (EPS Senator)  
Anna Przednowek (EPS non-Senator)  
Matthew Suszter (NUSU President)

The Senate Committee on Academic Awards selected recipients for the following awards from July 1, 2024 to May 21, 2025:

Board of Governor's Award  
Chancellor's Award  
Chancellor's Medal for Humanity  
Dave Marshall Leadership Awards  
Ivan A. and Joy Clysdale Memorial Achievement Award  
Ontario Remembrance Scholarship  
Ontario-Ukraine Solidarity Scholarships  
Positive Impact Award  
Robbie Urquhart Mental Health Resiliency Award  
Talon Research Assistantships  
Tembec Citizenship Award

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Debra', with a large, stylized loop at the end.

Debra Iafrate, Chair  
Academic Awards Committee

Motion 1: That the Annual Report of the Academic Awards Committee dated May 21, 2025, be received by Senate.

## Annual Report of the Academic Curriculum Committee

May 21, 2025

The Academic Curriculum Committee (ACC) met five times between July 1, 2024, and May 21, 2025. The ACC membership and attendance at the meetings were as follows:

<u>Membership</u>	<u>Attendance</u>
Dr. Ann-Barbara Graff, (Chair)	3
Dr. Graydon Raymer	4
Dr. Nathan Colborne	5
Dr. Barbi Law	3
Debra Iafrate	5
Dr. Nancy Black	5
Dr. Gillian McCann	4
Dr. Tammy McParland	3
Dr. Paul Millar	1
Dr. Ping Zou	5
Dr. Kurt Clausen	4
Tyandra Miller	1
Emma Bonneau	0
Daniel Cassanto	3
Brendan Brown	1

The Academic Curriculum Committee approved a total of 28 motions.

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

Faculty of Arts and Science:

- Philosophy

Faculty of Education & Professional Studies:

- School of Education
- School of Nursing

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

Faculty of Arts and Science:

- Data Science
- Philosophy

Faculty of Education & Professional Studies:

- Schulich School of Education
- School of Nursing

Policy:

- Prior Learning Assessment Recognition (PLAR)

Additionally, the roles of the Senate and ACC, as well as the importance of syllabi, learning outcomes and curriculum maps, were discussed. The curriculum template package and the integration of a new platform for managing curriculum details were reviewed. The ACC Workplan was adopted and forwarded to Senate Executive.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Ann-Barb", enclosed within a large, loopy oval shape.

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

Motion 1: That Senate receive the Annual Report of the Academic Curriculum Committee, dated May 21, 2025.

**Report of the**  
**ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE (AQAPC)**  
**Academic Year 2023-2024**

May 23, 2025

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

**COMMITTEE MEMBERS:**

Ann-Barbara Graff (Chair)	Stephen Tedesco	Charles Anyinam
Nathan Colborne	Nancy Black	Alireza Khorakian
Barbi Law	Judy Smith	Prasad Ravi
Graydon Raymer	Nathan Kozuskanich	Jaden Martin
Debra lafrate	Veronika Williams	

Regrets: N. Black, N. Kozuskanich, J. Smith, P. Ravi

Guests: B. Holden, R. Gibson

Recording Secretary: S. Landriault

The Chair offered a Traditional Territory acknowledgement.

**Efficiency and Accountability Recommendation Implementation Plan**

The Chair provided a presentation of the Efficiency and Accountability Recommendation Implementation Plan. The Implementation Plan is in response to the provincial mandate to enhance operational efficiency and better align with the University's strategic mandate. Two external reviews were commissioned. The NOUS Group Report provides thirteen recommendations, grouped into five interdependent projects, designed to balance financial sustainability, institutional capacity, and mission-critical impact. A report was also commissioned from Strategic Governance Consulting Services to explore and assess Board and Senate governance within our bicameral model. The report confirms that members of both the Board of Governors and the University Senate are invested in achieving good governance.

The Ministry will receive the NOUS Report, which includes a focus on return on investment (ROI). The Provost highlighted NOUS Group's finding that investment and revenue generation are interdependent, and significant investment in systems and processes is required to generate revenue. The Provost also noted that the University operates with a lean administrative structure. The Project Integrate and PMO roles have been identified as key to advancing financial sustainability. While currently four-year contract positions, the long-term goal is to embed these functions within the organization as core elements of project management and sustainability planning.

The Efficiency and Accountability Recommendation Implementation Plan will be presented to the Board of Governors and forwarded to Senate for inclusion in the June 6, 2025 Senate Agenda for information.

**Bachelor of Arts – Child and Family Studies Two (2) Year Post Cyclical Program Review Monitoring Report**

The Bachelor of Arts – Child and Family Studies Two (2) Year Post Cyclical Program Review Monitoring Report was reviewed and discussed. The Dean of Arts and Science noted the report is thorough but acknowledged that much of the program currently depends on a single faculty member. From AQAPC's perspective, the Chair expressed concern that no program should rely on one or too few individuals for its design and delivery. The Dean confirmed that a hiring process is underway and expressed optimism that workload and program diversity will be better distributed. Members emphasized the importance of maintaining professionalism in report commentary and recommended that the Dean address concerns collaboratively when receiving reports from faculty.



The Bachelor of Arts – Child and Family Studies Two (2) Year Post Cyclical Program Review Monitoring Report will be forwarded to Senate for inclusion in the June 6, 2025 Senate Agenda for information.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "Ann-Barb", enclosed within a hand-drawn oval.

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

Motion 1: That Senate receive the Report of the Academic Quality Assurance and Planning Committee dated May 23, 2025.

# NIPISSING

U N I V E R S I T Y

## **Efficiency and Accountability Recommendation Implementation Plan**

May 20, 2025



# Executive Summary

In 2024, the Province mandated the University to identify actions to increase efficiency of operations in the service of better achieving our strategic mandate. In response, we commissioned a report from NOUS Group to explore the Ministry's five thematic focus areas:

- **governance and administrative services**
- **academic programming**
- **physical assets and facilities**
- **collaborative procurement and**
- **revenue-generating opportunities**

# Executive Summary

The report provides thirteen recommendations, grouped into five interdependent projects, designed to balance financial sustainability, institutional capacity, and mission-critical impact.

We also commissioned a report from Strategic Governance Consulting Services to explore and assess Board and Senate governance within our bicameral model. The report confirms that members of both the Board of Governors and the University Senate are invested in achieving good governance.

# Executive Summary

For implementation to succeed, existing barriers to change must be addressed. Of primary focus are:

- **governance inefficiencies**
- **administrative capacity constraints**
- **pedagogical resistance to change and**
- **limited scalability in academic programming**

The change will also require one-time investment to unlock long-term financial sustainability and institutional growth. The recommendations are in-line with actions identified in the Academic and Operational Plan (APOP). As such, some of the investments have already begun in the 2025-2026 budget. Other investments will be dependent on securing additional funds from the Province.

The background of the slide features a soft, artistic watercolor wash. It consists of broad, overlapping strokes of light blue and pale green, creating a textured, painterly effect. The colors are more concentrated on the right side of the slide, fading into a clean white background on the left.

# Implementation Overview

## Strong, clear governance and accountability is essential to transformation success.

### EAF IMPLEMENTATION TEAM

#### Approvers

President Provost VPFA

#### Contributors

Deans AVPs Directors

The Implementation Team is responsible for approving major decisions (e.g., scope, funding and resourcing needs), championing change through various channels, and monitoring high-level progress.

### PROGRAM MANAGEMENT OFFICE (PMO)

The PMO provides centralized oversight, responsible for program direction, integrated planning, department engagement, governance coordination, tracking and reporting, and change communications.

Comprised of two new contract positions:

- Program Director
- Program Administrator (may be a seconded position)

This office will work closely with all administrative units, primarily with Institutional Planning & Analysis

# Implementation Plan will be driven by two core workstreams, complemented by three unit-specific improvement projects.

The implementation plan will be overseen by a central **Program Management Office (PMO)**, responsible for program direction, project planning, department engagement, governance, tracking, reporting, and change communications.

Delivery will occur through **two workstreams**: one led and executed under the Provost and focused on academic programming, and the other led and executed under the VPFA, focused on administrative modernization.

In parallel, several **complementary unit-led improvement projects** will be delivered outside the formal program structure but are expected to complement and align with program goals.

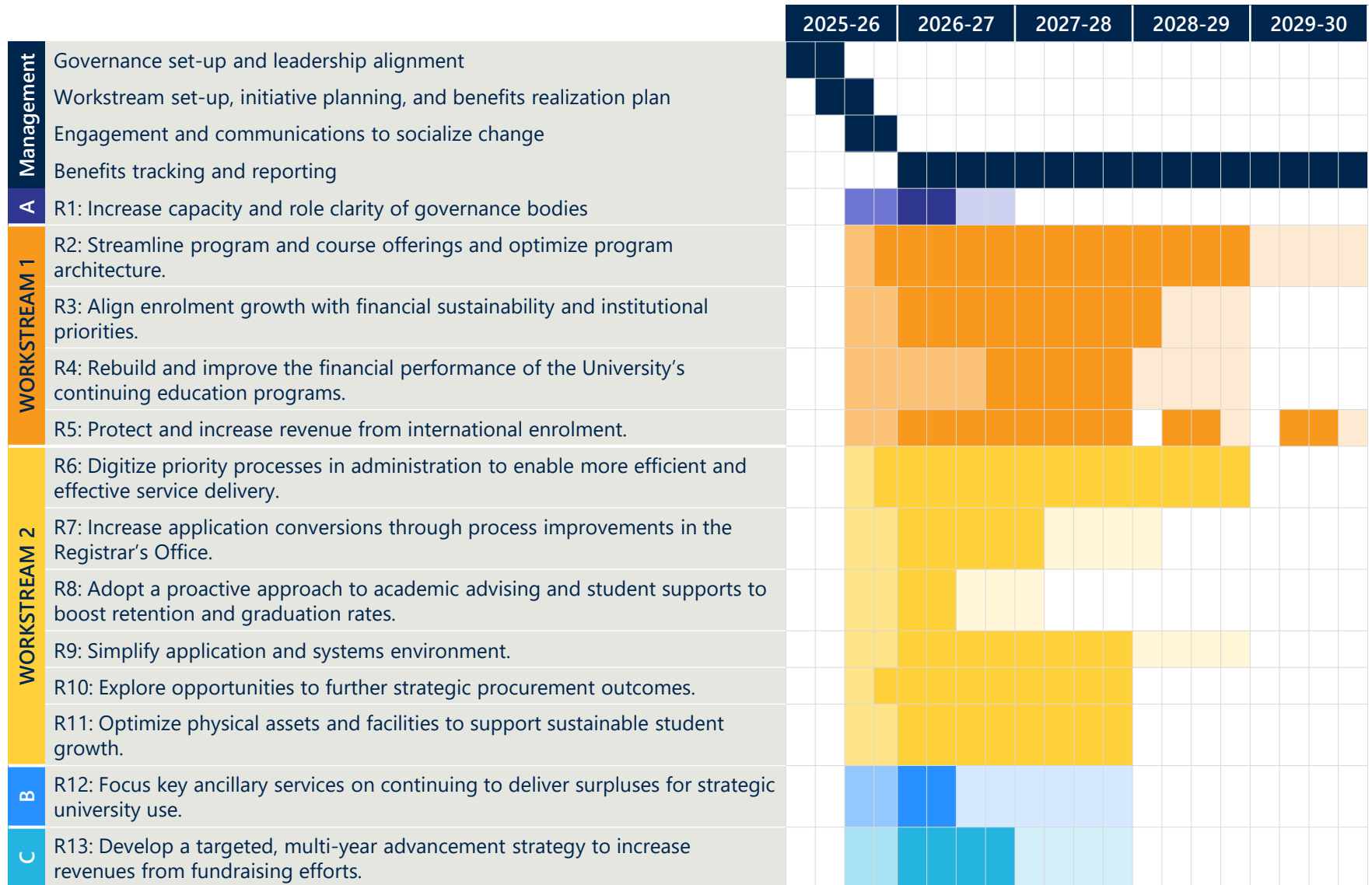




## Thirteen targeted initiatives will drive Nipissing's financial sustainability, operational efficiency, and enrolment-focused growth.

	<b>GOVERNANCE</b>	
A	R1	Increase capacity and role clarity of governance bodies.
WORKSTREAM 1	<b>ACADEMIC PROGRAMMING</b>	
	R2	Streamline program and course offerings and optimize program architecture.
	R3	Align enrolment growth with financial sustainability and institutional priorities.
	R4	Rebuild and improve the financial performance of the University's continuing education programs.
	<b>REVENUE-GENERATING OPPORTUNITIES</b>	
	R5	Protect and increase revenue from international enrolment.
WORKSTREAM 2	<b>ADMINISTRATIVE &amp; STUDENT SERVICES</b>	
	R6	Digitize priority processes in administration to enable more efficient and effective service delivery.
	R7	Increase application conversions through process improvements in the Registrar's Office.
	R8	Support a proactive approach to academic advising and student supports to boost retention and graduation rates.
	R9	Simplify application and systems environment.
	<b>PROCUREMENT OPPORTUNITIES</b>	
	R10	Explore opportunities to further strategic procurement outcomes.
	<b>PHYSICAL ASSETS AND FACILITIES</b>	
	R11	Optimize physical assets and facilities to support sustainable student growth.
	<b>REVENUE-GENERATING OPPORTUNITIES</b>	
B	R12	Focus key ancillary services on continuing to deliver surpluses for strategic university use.
C	R13	Develop a targeted, multi-year advancement strategy to increase revenues from fundraising efforts.

# The implementation plan prioritizes sequencing change to balance financial sustainability, institutional capacity, and mission-critical impact.



**Note:** This is a simplified view of timelines for each recommendation, each presented in detail in the Appendix

**Key:** Planning Implementation Sustainment

# EAF Implementation Plan Budget Outlook

		2025-26 Budget	2026-27 Budget	2027-28 Budget	2028-29 Budget
<b>Launch</b>	Establish PMO Office (Contract Positions)	\$125,000	\$250,000	\$250,000	\$250,000
<b>A</b>	R1: Increase capacity and role clarity of governance bodies	\$25,000	\$75,000		
<b>WORKSTREAM 1</b>	R2: Streamline program and course offerings and optimize program architecture.	\$120,000	\$120,000	\$140,000	\$120,000
	R3: Align enrolment growth with financial sustainability and institutional priorities.	\$200,000	\$200,000	\$200,000	\$200,000
	R4: Rebuild and improve the financial performance of the University's continuing education programs.		\$65,000	\$65,000	\$70,000
	R5: Protect and increase revenue from international enrolment.	\$112,500	\$112,500	\$112,500	\$112,500
<b>WORKSTREAM 2</b>	R6: Digitize priority processes in administration to enable more efficient and effective service delivery.	\$1,500,000	\$1,500,000	\$800,000	\$775,000
	R7: Increase application conversions through process improvements in the Registrar's Office.	\$600,000	\$100,000	\$100,000	\$100,000
	R8: Adopt a proactive approach to academic advising and student supports to boost retention and graduation rates.		\$450,000	\$300,000	\$130,000
	R9: Simplify application and systems environment.		\$25,000	\$25,000	
	R10: Explore opportunities to further strategic procurement outcomes.		\$250,000		
	R11: Optimize physical assets and facilities to support sustainable student growth.			\$1,000,000	
<b>B</b>	R12: Focus key ancillary services on continuing to deliver surpluses for strategic university use.				
<b>C</b>	R13: Develop a targeted, multi-year advancement strategy to increase revenues from fundraising efforts.				



# Linking EAF Recommendations to APOP

# EAF Recommendations Mapped Along with APOP Action Items

## APOP Action Item

### EAF Recommendation

		1	8	10	12	13	16	17	20	21	22	23	25	26	40	58	62	64	65	67	70-73
EAF Recommendation	A	R1	X													X					
	WORKPLAN 1	R2		X	X																
		R3	X			X			X			X									
		R4															X				
		R5	X				X	X												X	
	WORKPLAN 2	R6														X		X	X		
		R7	X								X										
		R8	X										X	X							
		R9																	X		
		R10																X	X		
		R11								X									X		
	B	R12															X				
	C	R13													X		X				X

# APOP Action Items linked to EAF Recommendations

1	Fully implement Project Integrate
8	Nipissing will focus on good governance and will develop a policy of policies including template, review timelines, proliferation protocol, and a central repository of policies.
10	Review the modalities of delivery by program, expand andragogical models of delivery, develop outdoor teaching, expand experiential learning, review academic integrity policies, provide wrap around services to needs of students, train graduate students, training opportunities re: financial management and administrative policy management.
12	Convene industry/community advisory councils, develop terms of reference and membership for each council (at decanal level)
13	Establish baseline and benchmarks for program sustainability at the Faculty level
16	Undertake innovative program renewal to distinguish Nipissing University's Nursing programs
17	Schulich School of Education will provide the Provost and Senate's AQAPC with a list of strategic priorities for the School
20	Review the barriers to recruitment in STEM disciplines at Nipissing in order that we can redress the barriers. Upon delivery of the review, the Provost will work with the Faculties to develop a plan for STEM-specific disciplines.
21	Provide the Provost with a revised program curricula and facility plan for the Fine Arts department.
22	Increase domestic enrolment 6% year-over-year (largely by increasing conversion led by the Registrar as detailed in Project Integrate)
23	Move the Strategic Enrolment Management group to the Provost's Office in order that budget and recruitment targets will be communicated such that recruitment and persistence are reported as a shared responsibility where everyone, across portfolios, takes ownership and responsibility for the goal.
25	Development of a complementary plan on retention and persistence
26	Convene an ad hoc working group to focus on retention from a student-centred focus.
40	Diversify supports for research by engaging with foundations, donors, industry and other potential research funders and partners and develop ongoing annual targets.
58	Provide training and support for academic administrators
62	Develop a long-term alternative revenue strategy.
64	Create an operational review plan
65	Develop an IT strategic plan, and investment plan with the goal of understanding what resources are required, and when.
67	Develop and implement a Strategic Communications Plan for both internal and external audiences
70-73	Develop a comprehensive Community Relations Strategy; Develop a 5-year alumni plan to broaden and deepen alumni engagement; Develop of a 5-year approach to philanthropy; Launch a scalable sponsorship strategy

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# Appendix A: Governance Recommendations

# Increase capacity and role clarity of governance bodies

Nipissing University commissioned a report from Strategic Governance Consulting Services to explore and assess Board and Senate governance within our bicameral model.

Through this review process, **we seek consistency and clarity** in understanding the authority, responsibilities, and accountabilities of Board and Senate as we work through the implementation of Academic and Operational Planning (APOP) towards a position of trust and integrity in our governance policies and procedures. For purposes of discussion, **we have distilled the analysis of the governance report into six recommendations.**

- 1 Review and Design the Secretariat Model**
- 2 Develop Governance Training & Onboarding Programs**
- 3 Adopt a University-Wide Policy Framework**
- 4 Establish Clear Committee Frameworks and Conduct Governance Evaluation**
- 5 Develop a Senate Evaluation System**
- 6 Seek clarity on the Role of Senate Officers**



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# Appendix B: NOUS Recommendations

## R2: Streamline program and course offerings and optimize program architecture.

OBJECTIVES	TIMING CONSIDERATIONS	KEY PEOPLE	KPIs
<ol style="list-style-type: none"> <li>1. Align program portfolio with academic plan, workforce needs, and student demand.</li> <li>2. Streamline graduation pathways to improve student recruitment, experience, and retention.</li> <li>3. Reduce course and section redundancy and optimize resource use.</li> <li>4. Strengthen foundational learning.</li> </ol>	<ul style="list-style-type: none"> <li>• Significant planning and academic consultation are required to align changes with academic cycles and governance timelines.</li> <li>• Time-intensive curriculum development and mapping processes, especially for common curricula.</li> <li>• Requires change management and deep engagement with department heads and faculty.</li> </ul>	<p><b>Lead:</b> Deans' Council</p> <p><b>Decision Maker:</b> Provost with Senate Academic Committee</p> <p><b>Key Stakeholders:</b></p> <ul style="list-style-type: none"> <li>• Registrar's Office</li> <li>• Department Heads and Faculty</li> <li>• Curriculum Committees</li> <li>• Nipissing University Student Union</li> </ul>	<ul style="list-style-type: none"> <li>• Number of programs aligned with Academic Plan</li> <li>• Total number of courses</li> <li>• Average enrolment per course</li> <li>• Student satisfaction</li> <li>• Graduation / retention rate</li> <li>• Academic FTE course load</li> </ul>

Risk	Likelihood	Impact	Mitigation
Resistance from departments or faculty leading to implementation delays	HIGH	HIGH	<ul style="list-style-type: none"> <li>• Lead through the Deans' Council, empowered by Presidential mandate</li> <li>• Engage early and transparently with academic leaders</li> <li>• Involve faculty in co-design of changes</li> <li>• Incentivize faculty participation (e.g., prioritize internal grants to departments leading the change, professional development, etc.)</li> </ul>
Complexity of curriculum mapping and redesign	HIGH	MID	<ul style="list-style-type: none"> <li>• Dedicate curriculum and planning support</li> <li>• Phase implementation by department and start with pilot areas</li> </ul>
Negative student perception of reduced choice	MID	LOW	<ul style="list-style-type: none"> <li>• Emphasize benefits such as simpler graduation pathways and improved student experience</li> <li>• Retain essential disciplinary elements to preserve student interest</li> </ul>

## R2: Streamline program and course offerings and optimize program architecture.

### KEY STEPS TO DELIVER

Planning Implementation Sustainment Milestone

#### PLANNING

- Confirm governance, academic plan, and mandate:** Empower Deans' Council to lead; clarify alignment with the Academic Plan and define a mandate grounded in institutional academic priorities.
- Define current state:** Establish guiding principles and success criteria; engage departments to map current offerings, identifying early opportunities.  
◆ *Mapped current state and guiding principles for rationalization*

#### IMPLEMENTATION

- Rationalize future program portfolio:** Use institutional criteria and Senate Academic Committee oversight to identify low-enrolment, duplicative, or misaligned programs. Assess fit based on academic mission, regional workforce needs, and student demand. Drive future state portfolio through existing governance processes.

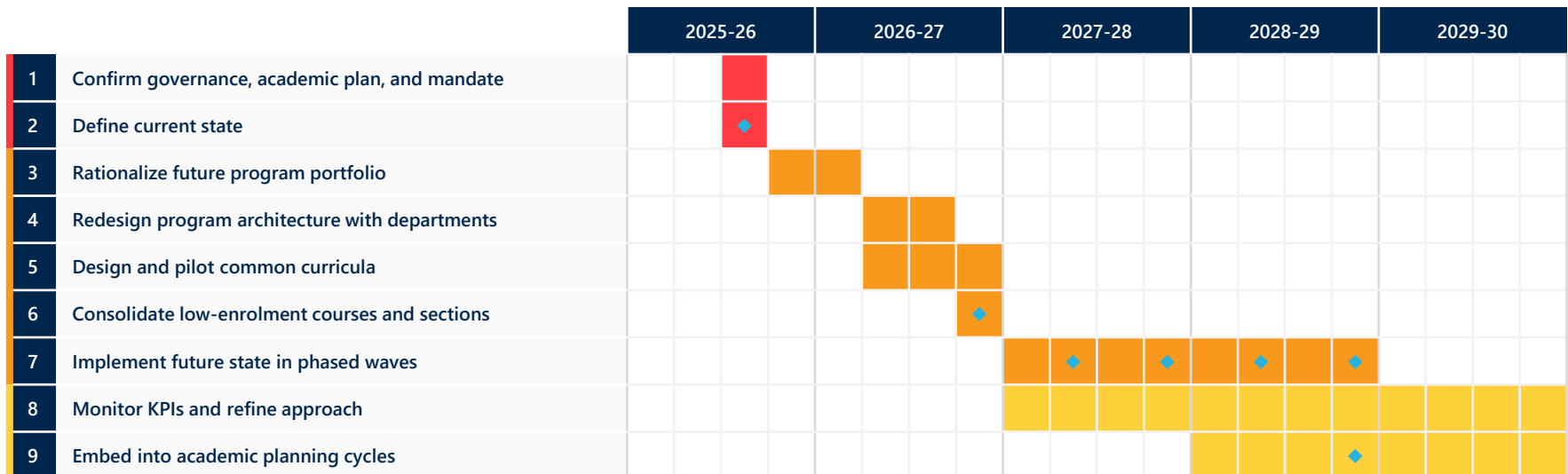
- Redesign program architecture with departments:** Collaborate with departments and curriculum committees to standardize program structures (e.g., credit weightings, core requirements) and streamline graduation pathways. Ensure redesigns align with guiding principles, promote student clarity, and meet Senate policy.
- Design and pilot common curricula:** Co-develop first- and second-year common curricula with faculty leadership and test in selected programs to build proof of concept.
- Consolidate low-enrolment courses and sections:** Use enrolment data and faculty input to identify underutilized courses and sections for consolidation; maintain disciplinary integrity.  
◆ *Mapped future state*
- Implement future state in phased waves:** Roll out changes by department, allowing time for

adaptation and iteration.

◆ *Phased launch in Fall and Winter semesters*

#### SUSTAINMENT

- Monitor KPIs and refine approach:** Track key indicators such as enrolment, satisfaction, and academic overhead; adjust implementation based on results and feedback.
- Embed into academic planning cycles:** Incorporate streamlined design principles and course efficiency criteria into ongoing program review and academic planning processes.  
◆ *Established framework for program and course review*



## R3: Align enrolment growth with financial sustainability and institutional priorities.

OBJECTIVES	TIMING CONSIDERATIONS	KEY PEOPLE	KPIs
<ol style="list-style-type: none"> <li>1. Focus enrolment growth on programs aligned with Academic Plan priorities.</li> <li>2. Improve financial sustainability across portfolio of programs.</li> <li>3. Empower academic leaders to make data-driven decisions on program and course rationalization.</li> <li>4. Strengthen institutional differentiation through program positioning.</li> </ol>	<ul style="list-style-type: none"> <li>• Requires integration of financial and enrolment data across academic and administrative units to enable informed planning.</li> <li>• Enrolment strategies must be aligned with intake cycles, marketing lead times, and faculty hiring windows.</li> <li>• Early consultation with Deans and faculty is critical to validate priorities and build buy-in.</li> </ul>	<p><b>Lead:</b> Institutional Planning and Analysis</p> <p><b>Decision Maker:</b> Provost</p> <p><b>Key Stakeholders:</b></p> <ul style="list-style-type: none"> <li>• Dean's council</li> <li>• Department Chairs</li> <li>• Vice-President, Finance and Administration</li> <li>• Registrar's Office</li> <li>• Facilities Services</li> <li>• Marketing and Recruitment</li> </ul>	<ul style="list-style-type: none"> <li>• Enrolment growth in high net-contribution programs</li> <li>• Marketing ROI for priority programs</li> <li>• Faculty net contribution margin</li> <li>• Departments using program profitability tool</li> </ul>

Risk	Likelihood	Impact	Mitigation
Limited availability or trust in quality data inputs for profitability tool	HIGH	HIGH	<ul style="list-style-type: none"> <li>• Use existing validated data sources where possible</li> <li>• Clearly communicate data definitions and limitations in tool</li> <li>• Phase rollout to allow for iterative feedback and refinement</li> </ul>
Resistance to perceived marketisation of academic decision-making	HIGH	MID	<ul style="list-style-type: none"> <li>• Emphasize alignment with the Academic Plan and institutional mission</li> <li>• Ensure faculty involvement in criteria development</li> <li>• Position tools as enabling (not replacing) academic judgement</li> </ul>
Misalignment between financial metrics and academic priorities	MID	HIGH	<ul style="list-style-type: none"> <li>• Co-design program evaluation KPIs with faculty</li> <li>• Build shared understanding of metrics with Deans' Council and the IPA</li> <li>• Validate priorities through academic governance bodies</li> </ul>

## R3: Align enrolment growth with financial sustainability and institutional priorities.

### KEY STEPS TO DELIVER

■ Planning ■ Implementation ■ Sustainment ◆ Milestone

#### PLANNING

- Align governance and clarify mandate:** Empower IPA to lead with Deans' Council oversight; confirm scope, responsibilities, and alignment with the Academic Plan.  
◆ *Completed trusted tool to assess net contribution of programs*
- Test and refine the program profitability tool:** Use existing data sources to build, test, and iterate the tool with selected pilot programs to ensure trust in net contribution outputs.  
◆ *Completed trusted tool to assess net contribution of programs*
- Define framework for program assessment:** Develop common KPI criteria to evaluate program demand, alignment, and net contribution (note: interdependent with R2) to support integrated decision-making.  
◆ *KPI framework approved by Senate Academic Planning Committee*

#### IMPLEMENTATION

- Identify data requirements and sources:** Engage IPA and academic leaders to confirm required data inputs (e.g., instructional costs, space usage) and assess availability, reliability, and ownership.
- Collect and validate baseline data:** Collaborate with institutional data owners to collect, clean, and validate data for use in the profitability tool and KPI framework. Address gaps and establish consistent baselines for program assessment.  
◆ *Validated baseline dataset for program evaluation*
- Assess program net contribution and socialize results:** Use the tool and KPI framework to generate results and engage Deans, Chairs, and leaders in interpreting and validating program-level insights.
- Adjust enrolment plans and targets:** Revise institutional and faculty-level enrolment targets based on prioritized programs; consult with Deans,

Registrar's Office, and Facilities to confirm feasibility.  
◆ *Priority growth programs confirmed and resourced*

- Align recruitment strategy to priorities:** Refocus marketing and recruitment toward priority programs with tailored messaging, targeted outreach, and coordinated timing.

#### SUSTAINMENT

- Embed evaluation into planning cycles:** Integrate program evaluation metrics into academic planning, enrolment forecasting, and budget development processes.  
◆ *Program evaluation metrics embedded into annual planning*
- Monitor and refine approach:** Track use of the tool, enrolment trends, and financial outcomes; refine methodology and priorities based on evidence and feedback.

	2025-26	2026-27	2027-28	2028-29	2029-30
1 Align governance and clarify mandate	■				
2 Test and refine program profitability tool	■	◆			
3 Define framework for program assessment		◆			
4 Identify data requirements and sources		■	■		
5 Collect and validate baseline data		■	■	■	◆
6 Assess program net contribution and socialize results			■	◆	
7 Adjust enrolment plans and targets			■		
8 Align recruitment strategy to priorities			■	■	■
9 Embed evaluation into planning cycles			◆	◆	
10 Monitor and refine approach				■	■

## R4: Rebuild and improve the financial performance of the University's continuing education programs.

OBJECTIVES	TIMING CONSIDERATIONS	KEY PEOPLE	KPIs
<ol style="list-style-type: none"> <li>1. Diversify and increase institutional revenues.</li> <li>2. Expand credential offerings aligned with Northern Ontario workforce needs.</li> <li>3. Improve relevance and competitiveness of programming.</li> <li>4. Strengthen partnerships with employers and industry to inform program development and delivery.</li> </ol>	<ul style="list-style-type: none"> <li>• Requires refreshed vision and operating model for continuing education, building on early work within T&amp;L.</li> <li>• Must align with funding cycles, delivery planning windows, and the availability of faculty and instructional designers.</li> <li>• Industry engagement and market research are essential early activities to ensure relevance and enrolment viability.</li> </ul>	<p><b>Lead:</b> Director, Teaching &amp; Learning</p> <p><b>Decision Maker:</b> Provost</p> <p><b>Key Stakeholders:</b></p> <ul style="list-style-type: none"> <li>• Director, Finance</li> <li>• Senate Academic Programming Committee</li> <li>• Industry partners</li> <li>• Registrar's Office</li> <li>• Marketing and communications</li> </ul>	<ul style="list-style-type: none"> <li>• Growth in continuing education revenue</li> <li>• Growth in enrolment across AQ/ABQ and micro-credentials</li> <li>• Proportion of micro-credentials integrated into existing program structures and taught by NUFA faculty</li> <li>• Percentage of micro-credential learners who enroll in other Nipissing programs</li> </ul>

Risk	Likelihood	Impact	Mitigation
Weak alignment between delivery model and learner demand	MED	HIGH	<ul style="list-style-type: none"> <li>• Conduct early market testing and learner consultations</li> <li>• Ensure delivery formats match demand (e.g., module, online, asynchronous, etc.) and match learner expectations</li> <li>• Use flexible intake models to support varied learner schedules</li> </ul>
Misalignment with labour market needs	MED	HIGH	<ul style="list-style-type: none"> <li>• Engage employers in program co-design to ensure relevance</li> <li>• Use labour market data to identify in-demand skills and gaps. Differentiate based on regional opportunities</li> </ul>
Insufficient revenue to sustain program past initial funding	LOW	HIGH	<ul style="list-style-type: none"> <li>• <i>Integrate micro-credentials into existing degree pathways to share resources and reduce standalone delivery risk; prioritize delivery by NUFA faculty where feasible to reduce cost escalation</i></li> <li>• <i>Develop diversified funding streams, including employer-paid models</i></li> </ul>

## R4: Rebuild and improve the financial performance of the University's continuing education programs.

### KEY STEPS TO DELIVER

■ Planning ■ Implementation ■ Sustainment ◆ Milestone

#### PLANNING

- 1. Confirm governance, mandate, and funding:** Define a clear structure for decision-making and delivery, confirming alignment with the Academic Plan. Assign leadership roles and clarify institutional goals for continuing education. Secure funding, staff, and technology to support program development. Leverage Ontario's Micro-Credential Challenge for financial backing.
- 2. Assess current state and strategic opportunities:** Review AQ/ABQ and micro-credential offerings, financial performance, and workforce relevance.
- 3. Conduct market and employer research:** Analyze labour market data, regional skills gaps, and competitor offerings to identify in-demand credentials and ensure alignment with funding and employer needs.

- 4. Identify future state offerings:** Develop a renewed AQ/ABQ model and identify new micro-credentials aligned with workforce needs, academic strengths, and delivery capacity.
- 5. Integrate with program portfolio and architecture:** Collaborate with T&L to embed micro-credentials into program architecture. Design courses to support blended enrolment (degree + micro-credential learners) and ensure micro-credentials act as on-ramps into degree programs.  
◆ *Future state offerings approved by Senate*

#### IMPLEMENTATION

- 6. Launch updated AQ/ABQ and new credentials:** Begin delivery of high-priority offerings, supported by internal staffing and technology capacity. Ensure operational readiness and alignment with institutional academic cycles.  
◆ *Enrolment initiated in updated AQ/ABQ and new*

*micro-credentials*

- 7. Promote offerings to priority learners and partners:** Deploy targeted marketing and employer outreach strategies to drive awareness and enrolment across key regional and online markets.

#### SUSTAINMENT

- 8. Test and refine with learners and employers:** Gather feedback from learners, faculty, and employers through pilots, surveys, and focus groups to refine content, delivery, and value proposition.
- 9. Monitor KPIs and refine approach:** Track enrolment, revenue, learner outcomes, and employer satisfaction. Use findings to refine offerings and ensure long-term sustainability.  
◆ *Embedded continuing education metrics into the institutional planning cycle*

	2025-26	2026-27	2027-28	2028-29	2029-30
1 Confirm governance, mandate, and funding	■	■			
2 Assess current state and strategic opportunities		■	■		
3 Conduct market and employer research			■	■	
4 Identify future state offerings				■	
5 Integrate with program portfolio and architecture				◆	
6 Launch updated AQ/ABQ and new credentials				■	
7 Promote offerings to priority learners and partners				■	
8 Test and refine with learners and employers				■	
9 Monitor KPIs and refine approach				◆	

## R5: Protect and increase revenue from international enrolment.

OBJECTIVES	TIMING CONSIDERATIONS	KEY PEOPLE	KPIs
<ol style="list-style-type: none"> <li>1. Diversify and stabilize institutional revenue.</li> <li>2. Improve conversion between acceptance and registration.</li> <li>3. Reduce acquisition costs through stronger partnerships with agents and articulation partners.</li> <li>4. Broaden geographic reach and institutional differentiation to compete in a constrained market.</li> </ol>	<ul style="list-style-type: none"> <li>• Must align with admissions cycles and seasonal recruitment peaks.</li> <li>• Requires coordinated consultation across academic and administrative units to align offer timing.</li> <li>• Early attention to conversion funnel interventions is critical.</li> <li>• Interdependent with planned technology enhancements (<a href="#">R7</a>).</li> </ul>	<p><b>Lead:</b> Registrar</p> <p><b>Decision Maker:</b> Provost</p> <p><b>Key Stakeholders:</b></p> <ul style="list-style-type: none"> <li>• VPFA</li> <li>• International admissions and recruitment</li> <li>• International agents and articulation agreement partners</li> <li>• Student services and support</li> <li>• Marketing and communications</li> </ul>	<ul style="list-style-type: none"> <li>• Growth in international student revenue</li> <li>• Reduction in average acquisition cost per international student</li> <li>• Conversion rate from acceptance to registration</li> <li>• International enrolment by region/submarket</li> </ul>

Risk	Likelihood	Impact	Mitigation
Low conversion from acceptance to registration despite improved recruitment	HIGH	HIGH	<ul style="list-style-type: none"> <li>• Implement real-time, personalized follow-up</li> <li>• Make offers bundled with conditional incentives (e.g., scholarships)</li> <li>• Strengthen the onboarding experience post-acceptance</li> </ul>
Misalignment between recruitment timing and admissions processes	MED	HIGH	<ul style="list-style-type: none"> <li>• Establish cross-functional coordination early</li> <li>• Build initiative timelines around admissions cycles</li> </ul>
Limited internal capacity to manage new agent relationships or submarket strategies	MED	MED	<ul style="list-style-type: none"> <li>• Prioritize high-return partners</li> <li>• Provide staff training or targeted support</li> </ul>



## R5: Protect and increase revenue from international enrolment.

### KEY STEPS TO DELIVER

Planning Implementation Sustainment Milestone

#### PLANNING

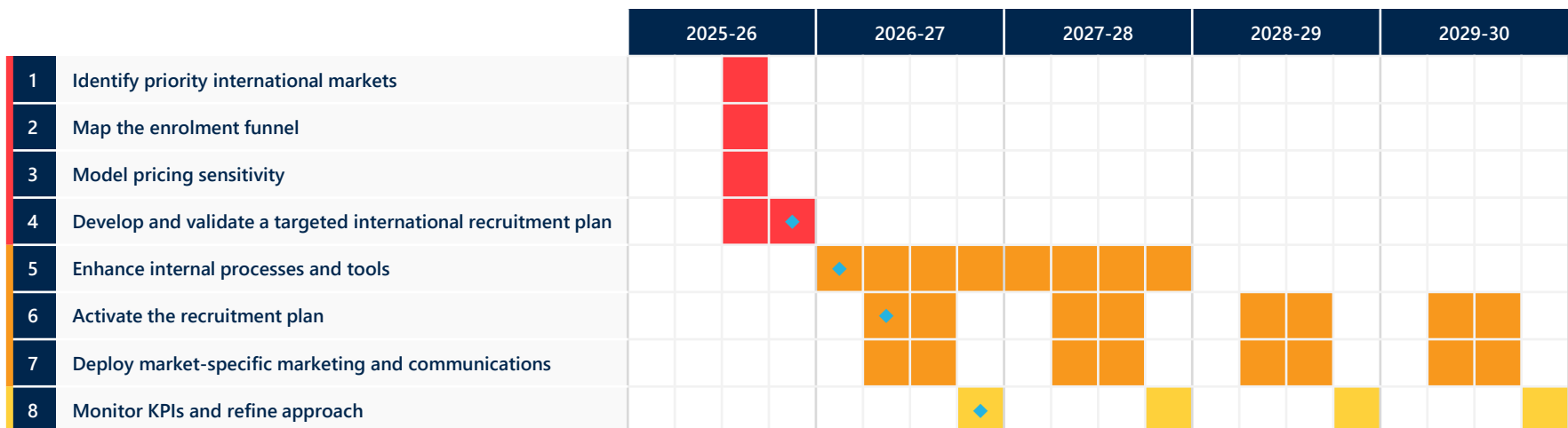
- 1. Identify priority international markets:**  
Use sector trends, demographic analysis, and alignment with Nipissing's value proposition to identify six to eight priority source countries.
- 2. Map the enrolment funnel:**  
Pinpoint where prospective students are lost in the recruitment process and understand root causes.
- 3. Model pricing sensitivity:**  
Assess how targeted awards and discounts can influence yield in key (sub)markets.
- 4. Develop and validate a targeted international recruitment plan:**  
Include market entry strategies, conversion interventions, and agent and articulation priorities.  
◆ *International recruitment plan approved by leadership*

#### IMPLEMENTATION

- 5. Enhance internal processes and tools:**  
Improve funnel tracking, agent coordination, and post-offer engagement support. Prioritize short-term improvements while broader system changes are implemented in the Registrar's Office ([see R7](#)).  
◆ *Quick win project implemented*
- 6. Activate the recruitment plan:**  
Focus on priority countries, high-performing agents, and streamlined articulation pathways.  
◆ *Priority agent/articulation agreements executed*
- 7. Deploy market-specific marketing and communications:**  
Co-develop content with Marketing and Communications, using (e.g.) international student graduate personas and outcomes across existing channels and as marketing collateral for agents.

#### SUSTAINMENT

- 8. Monitor KPIs and refine approach:**  
Regularly track [key performance indicators](#) with a focus on conversion, yield, and cost-to-acquire by market. Adjust strategy annually based on performance and policy shifts.  
◆ *First annual results review complete*



## R6: Digitize priority processes in administration to enable more efficient and effective service delivery.

OBJECTIVES	TIMING CONSIDERATIONS	KEY PEOPLE	KPIs
<ol style="list-style-type: none"> <li>1. Increase automation to reduce manual, error-prone effort.</li> <li>2. Improve system integration and data flows across functions.</li> <li>3. Streamline target processes (e.g., student placement and part-time hiring).</li> <li>4. Lay the foundation for long-term digitization and service excellence.</li> </ol>	<ul style="list-style-type: none"> <li>• Digitization efforts should be sequenced to avoid staff overload and align with peak academic and operational periods.</li> <li>• Early no-tech and low-tech improvements can build program momentum.</li> <li>• System upgrades may require multi-year, phased implementation.</li> <li>• High potential for interdependencies across other recommendations.</li> </ul>	<p><b>Lead:</b></p> <ul style="list-style-type: none"> <li>• Project Management Office</li> </ul> <p><b>Decision Maker:</b></p> <ul style="list-style-type: none"> <li>• VPFA</li> </ul> <p><b>Key Stakeholders:</b></p> <ul style="list-style-type: none"> <li>• VPFA</li> <li>• Finance team</li> <li>• UTS</li> <li>• HR team</li> <li>• Process users</li> <li>• Process providers</li> </ul>	<ul style="list-style-type: none"> <li>• FTE freed up for reallocation to more value-adding work</li> <li>• Decrease in manual errors/rework</li> <li>• Adoption rate of digitized processes</li> <li>• Time to hire</li> <li>• Time to place students</li> </ul>

Risk	Likelihood	Impact	Mitigation
Insufficient staff capacity to implement new tools and processes	HIGH	HIGH	<ul style="list-style-type: none"> <li>• Stagger implementation phases</li> <li>• Focus on no-tech/low-tech wins early</li> </ul>
Integration challenges across legacy systems	MED	HIGH	<ul style="list-style-type: none"> <li>• Conduct integration testing in advance</li> <li>• Prioritize interoperable, modular solutions</li> </ul>
System downtime or service quality dips during transition	MED	HIGH	<ul style="list-style-type: none"> <li>• Schedule major changes outside peak periods</li> <li>• Maintain backup systems and support channels</li> </ul>
Implementation delays due to procurement or resourcing	MED	MED	<ul style="list-style-type: none"> <li>• Set realistic timelines and approval windows</li> <li>• Pre-identify key internal and external delivery partners</li> </ul>
Poor user adoption of new processes or platforms	MED	MED	<ul style="list-style-type: none"> <li>• Provide targeted training and change supports</li> <li>• Involve users early in design</li> <li>• Communicate benefits clearly and consistently</li> </ul>

## R6: Digitize priority processes in administration to enable more efficient and effective service delivery.

### KEY STEPS TO DELIVER

■ Planning ■ Implementation ■ Sustainment ◆ Milestone

#### Planning

- 1. Identify priority pain points:** Engage process owners to identify the highest friction administrative processes across HR, Finance, UTS, and the Registrar's Office.
- 2. Assess current state and map inefficiencies:** Analyze how these processes currently function, quantify manual effort and error rates, and determine dependencies.
- 3. Define future state and digitization objectives:** Outline what success looks like (e.g., reduced processing time, improved data integrity) for each priority process.
- 4. Evaluate and sequence solution options:** Shortlist no-tech, low-tech, and system-based solutions based on feasibility, alignment with existing platforms, and resourcing. Sequence

projects.

◆ *Digitization priorities and timeline approved*

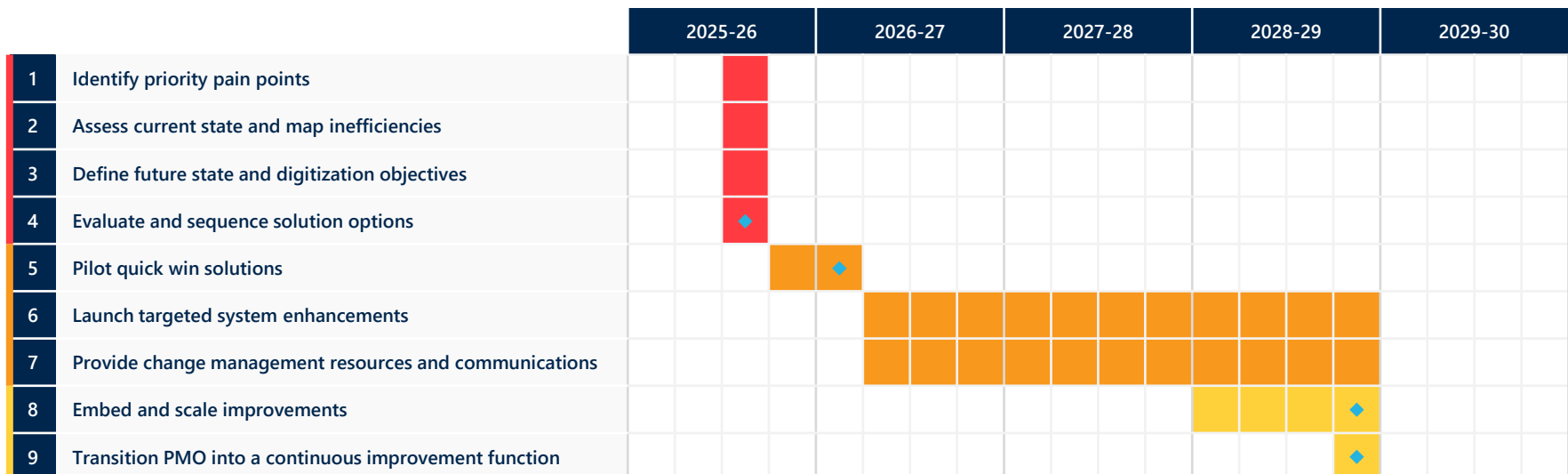
#### Implementation

- 5. Pilot quick win solutions:** Begin with simple changes that require minimal technology but deliver immediate efficiency or accuracy improvements.  
◆ *Pilot rollout completed and refined for broader deployment*
- 6. Launch targeted system enhancements:** Implement higher-impact improvements, leveraging existing ERP modules and cross-functional collaboration where needed. The PMO will manage timelines while process-specific teams deliver implementation with support from UTS.
- 7. Provide change management resources and**

**communication to process stakeholders:** Provide training, resources, and clear communication to help stakeholders adapt to new processes by creating buy-in and awareness of benefits.

#### Sustainment

- 8. Embed and scale improvements:** Document revised processes, update training resources, and integrate into standard operating procedures.  
◆ *Process documentation finalized and embedded in institutional practice*
- 9. Transition PMO into a continuous improvement function to monitor impact and continuously improve:** Track KPIs (e.g., time to hire, error reduction), collect user feedback, and refine solutions over time. Transition the PMO into a continuous improvement function.  
◆ *CI function established.*



## R7: Increase application conversions through process improvements in the Registrar's Office.

OBJECTIVES	TIMING CONSIDERATIONS	KEY PEOPLE	KPIs
<ol style="list-style-type: none"> <li>1. Improve applicant experience and reduce processing time.</li> <li>2. Increase conversion rates by reducing manual handling and review inconsistencies.</li> <li>3. Enhance data integrity and decision-making through stronger core systems integration.</li> <li>4. Support enrolment goals by enabling faster, more consistent admissions.</li> </ol>	<ul style="list-style-type: none"> <li>• Dependent on the implementation of the student application management system.</li> <li>• Timing must align with peak admissions cycles to minimize disruption and ensure sufficient staff capacity.</li> <li>• Dependencies with international enrolment (R5) and broader digitization efforts (R6) must be actively managed.</li> </ul>	<p><b>Lead:</b> Registrar</p> <p><b>Decision Maker:</b> Provost</p> <p><b>Key Stakeholders:</b></p> <ul style="list-style-type: none"> <li>• Enrolment and Admissions</li> <li>• UTS</li> <li>• Faculty admissions reviewers</li> <li>• Student Services</li> <li>• Prospective students</li> <li>• VPFA (for resourcing and integration dependencies)</li> </ul>	<p><b>Financial Performance:</b></p> <ul style="list-style-type: none"> <li>• Increased student enrolment</li> </ul> <p><b>Effectiveness:</b></p> <ul style="list-style-type: none"> <li>• Response time from student application to decision</li> <li>• Internal student application processing time</li> <li>• Application conversion rate from offer to acceptance</li> </ul>
Risk	Likelihood	Impact	Mitigation
Implementation delays or misalignment with intake cycles	HIGH	HIGH	<ul style="list-style-type: none"> <li>• Establish a clear delivery timeline aligned with intake windows</li> <li>• Monitor project milestones closely through the PMO</li> </ul>
Insufficient system integration with existing SIS and ERP	MED	HIGH	<ul style="list-style-type: none"> <li>• Prioritize solutions with proven interoperability</li> <li>• Engage UTS early to address integration challenges</li> </ul>
Staff capacity and training limitations	MED	MED	<ul style="list-style-type: none"> <li>• Provide focused training sessions aligned to staff roles and system changes</li> <li>• Develop clear user guides and quick-reference materials</li> <li>• Identify superusers within teams to support peer learning</li> </ul>
Implementation delays due to procurement or resourcing	MED	MED	<ul style="list-style-type: none"> <li>• Establish governance committee with faculty representation</li> <li>• Engage faculties early to co-develop consistent criteria</li> <li>• Emphasize benefits for fairness, transparency, and efficiency</li> </ul>

## R7: Increase application conversions through process improvements in the Registrar's Office.

### KEY STEPS TO DELIVER

■ Planning ■ Implementation ■ Sustainment ◆ Milestone

#### PLANNING

- 1. Map current admissions processes:** Identify inefficiencies, delays, and manual work across the application, review, and decision stages.
- 2. Determine future state workflows:** Co-develop faster, more consistent admissions processes with input from academic leaders, staff, and student user groups, before systems integrations begin.
- 3. Define functional needs and confirm integration points:** Clarify priority features needed from the new system, ensuring alignment with the SIS and other student-facing tools.  
◆ Preferred system selected and implementation approach agreed

#### IMPLEMENTATION

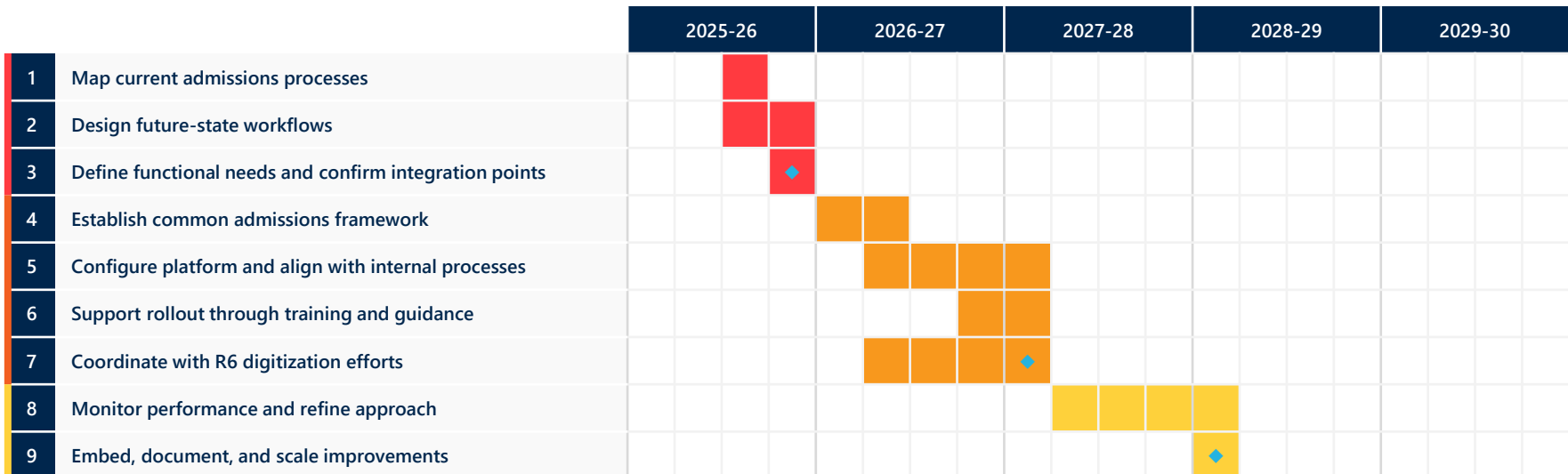
- 4. Establish common admissions framework:** Develop clear, consistent evaluation criteria and recognition policies (e.g., prior learning) aligned to Senate policy and sector benchmarks.
- 5. Configure platform and align with internal processes:** Set up workflows and decision logic to match future-state processes while minimizing duplication with existing systems.
- 6. Support rollout through training and guidance:** Provide targeted training, quick-reference materials, and identify champions across teams to drive adoption.
- 7. Coordinate with R6 digitization efforts:** Align system rollout and process changes with other

administrative improvements managed by the PMO.

◆ System and processes launched for initial application cycle

#### SUSTAINMENT

- 8. Monitor performance and refine approach:** Track KPIs (e.g., time to offer, conversion rate), gather feedback, and adjust processes or tools as needed.
- 9. Embed, document, and scale improvements:** Finalize workflows, integrate into standard operating procedures, and scale across programs and faculties.  
◆ Improvements institutionalized and evaluated post-cycle



## R8: Support a proactive approach to academic advising and student supports to boost retention and graduation rates.

OBJECTIVES	TIMING CONSIDERATIONS	KEY PEOPLE	KPIs
<ol style="list-style-type: none"> <li>1. Reduce student attrition through earlier and more targeted interventions.</li> <li>2. Improve academic advising and planning by enabling real-time degree tracking and progression monitoring.</li> <li>3. Increase student access to the right supports by streamlining referrals and adopting coordinated case management.</li> </ol>	<ul style="list-style-type: none"> <li>• Dependent on mapping course architecture to support Degree Audit and other advising tools.</li> <li>• Coordination with system improvements under <a href="#">R6</a> and <a href="#">R7</a> is critical to ensure data integration.</li> <li>• Implementation should align with key peaks.</li> <li>• Staggered rollout to build momentum with new students and high-risk cohorts first.</li> </ul>	<p><b>Lead:</b> AVP Students &amp; Registrar</p> <p><b>Decision Maker:</b> Provost</p> <p><b>Key Stakeholders:</b></p> <ul style="list-style-type: none"> <li>• Academic advising and student success teams</li> <li>• Registrar's Office</li> <li>• UTS (for implementation)</li> <li>• Faculty program leads</li> <li>• Institutional Planning</li> <li>• Students (as end users and pilot participants)</li> </ul>	<ul style="list-style-type: none"> <li>• First-to-second year retention rate</li> <li>• Graduation rate</li> <li>• Time to resolve student support referrals</li> <li>• Number of high-risk students identified and supported</li> <li>• Uptake and use of degree tracking and advising tools</li> </ul>

Risk	Likelihood	Impact	Mitigation
Program architecture is not sufficiently mapped to enable Degree Audit	HIGH	HIGH	<ul style="list-style-type: none"> <li>• Launch targeted effort to clean and map course master and program structures</li> <li>• Sequence Degree Audit rollout after mapping is complete</li> </ul>
Cultural resistance to central planning and standardized advising tools	MED	HIGH	<ul style="list-style-type: none"> <li>• Engage faculty early to co-design pathways</li> <li>• Highlight student experience and equity benefits to build buy-in</li> <li>• Leverage early champions to influence peers and model new behaviours</li> </ul>
Staff capacity limitations during rollout and system change	MED	MED	<ul style="list-style-type: none"> <li>• Phase implementation with early focus on high-impact cohorts</li> <li>• Provide training and clear support roles for student services</li> </ul>
Delays in system configuration or integration with SIS	MED	MED	<ul style="list-style-type: none"> <li>• Coordinate closely with UTS and PMO to align timelines</li> <li>• Phase rollout to ensure early elements can progress while integration is finalized</li> </ul>

## R8: Support a proactive approach to academic advising and student supports to boost retention and graduation rates.

Planning Implementation Sustainment Milestone

### KEY STEPS TO DELIVER

#### PLANNING

1. **Assess current advising and support services:** Engage students, staff, and faculty to identify pain points in advising, referrals, and access to academic support.
2. **Define future state model and goals:** Co-develop a vision for proactive, coordinated student support with clear retention and graduation outcomes..
3. **Align with related system and program mapping efforts:** Coordinate with [R6](#) and [R7](#) through the PMO to leverage ongoing work on Degree Audit, course master cleanup, and CRM integration.  
◆ *Future model endorsed and aligned with the system roadmap*

#### IMPLEMENTATION

4. **Centralize support delivery and develop support framework:** Centralize the delivery of academic advising and student support by developing a unified framework. This framework will streamline processes, improve coordination among support services, and ensure students have easy access to the resources they need.  
◆ *Centralization of student support*
5. **Allocate resources and initiate rollout:** Allocate the necessary resources, including budget, personnel, and technology, to support the phased initiation of the new technology solution.  
◆ *Effective phased implementation of the new technology solution*

6. **Train advisors and support staff:** Provide training for advisors and support staff on the new technology solution and processes.

#### SUSTAINMENT

7. **Embed model into standard operations:** Integrate into SOPs, advising protocols, and student services routines to ensure consistency across teams.  
◆ *Embedded model delivering measurable improvements in student success*
8. **Monitor student engagement and success metrics:** Continuously monitor key metrics related to student engagement, retention, and graduation rates. Use this data to track effectiveness and tailor the approach as needed.

	2025-26	2026-27	2027-28	2028-29	2029-30
1 Assess current advising and support services					
2 Define future-state model and goals					
3 Align with related system and program mapping efforts					
4 Centralize support delivery and develop support framework					
5 Allocate resources and initiate rollout					
6 Train advisors and support staff					
7 Embed model into standard operations					
8 Monitor student engagement and success metrics					

## R9: Simplify application and systems environment.

OBJECTIVES	TIMING CONSIDERATIONS	KEY PEOPLE	KPIs
<ol style="list-style-type: none"> <li>1. Reduce cost through standardizing, consolidating, or retiring low-value applications.</li> <li>2. Minimize customizations to lower maintenance costs and improve upgrade flexibility.</li> <li>3. Improve data quality and interoperability.</li> <li>4. Establish governance to promote disciplined procurement and license management.</li> </ol>	<ul style="list-style-type: none"> <li>• Must align with broader digitization and system renewal efforts under <a href="#">R6</a>, <a href="#">R7</a>, and <a href="#">R8</a>.</li> <li>• Sequencing is critical to avoid disruption to business-critical services.</li> <li>• Efforts to standardize and clean data should precede integration-heavy work.</li> <li>• Governance and procurement guardrails should be in place before major system changes.</li> </ul>	<p><b>Lead:</b> Director, UTS</p> <p><b>Decision Maker:</b> VPFA</p> <p><b>Key Stakeholders:</b></p> <ul style="list-style-type: none"> <li>• Procurement</li> <li>• Institutional Planning</li> <li>• Finance and HR process owners</li> <li>• Academic and administrative system users</li> <li>• Information governance/data stewards</li> </ul>	<ul style="list-style-type: none"> <li>• Total cost of ownership per active application</li> <li>• Reduction in number of non-standard or duplicative applications</li> <li>• Percentage of applications compliant with enterprise governance standards</li> <li>• Annual software license rationalization savings</li> </ul>

Risk	Likelihood	Impact	Mitigation
Staff resistance to adopting new applications in established processes	MED	HIGH	<ul style="list-style-type: none"> <li>• Engage end users early to co-design workflows and highlight user benefits</li> <li>• Deliver targeted training and provide simple, role-based transition resources</li> </ul>
Data loss or system disruption during application rationalization	MED	HIGH	<ul style="list-style-type: none"> <li>• Develop a robust data migration plan with rollback options</li> <li>• Test integrations across systems and stage transitions during low-risk periods</li> </ul>
Loss of critical functionality when applications are retired	MED	MED	<ul style="list-style-type: none"> <li>• Conduct needs assessments and ensure essential features are retained or alternatives provided prior to implementing</li> </ul>



## R9: Simplify application and systems environment.

### KEY STEPS TO DELIVER

Planning Implementation Sustainment Milestone

#### PLANNING

- Audit systems and capture needs:** Complete a comprehensive audit of applications to identify redundancies, departmental licenses, customizations, and integration gaps. Engage stakeholders to understand pain points and requirements.  
◆ Audit and needs assessment completed
- Establish enterprise governance guardrails:** Define policies and standards to govern procurement, data hygiene, and application ownership. Create mechanisms to assess requests against strategic and architectural fit.
- Define and validate future state:** Map the desired streamlined architecture. Validate it with functional owners, IT, and procurement to confirm fitness for use and feasibility.  
◆ Future state system map validated

#### IMPLEMENTATION

- Consolidate and retire applications:** Execute rationalization plan by decommissioning low-value systems, migrating core functions, and integrating key platforms. Prioritize changes that reduce duplication and support digitization goals.  
◆ Initial application retirement completed
- Standardize configurations and streamline integrations:** Reconfigure systems to minimize customizations. Strengthen core integrations where needed to maintain interoperability and reduce manual workarounds.
- Support users through transition:** Deliver role-specific transition resources and provide hands-on support during key cutovers. Monitor adoption and resolve issues quickly to maintain momentum.  
◆ High-impact user groups transitioned

#### SUSTAINMENT

- Embed governance and continuous monitoring:** Operationalize governance through intake processes, dashboards, and regular license reviews. Adjust standards and practices as institutional needs evolve.  
◆ Governance framework operationalized and first quarterly review cycle completed

	2025-26	2026-27	2027-28	2028-29	2029-30
1 Audit systems and capture needs					
2 Establish enterprise governance guardrails					
3 Define and validate future state					
4 Consolidate and retire applications					
5 Standardize configurations and streamline integrations					
6 Support users through transition					
7 Embed governance and continuous monitoring					

## R10: Explore opportunities to further strategic procurement outcomes.

OBJECTIVES	TIMING CONSIDERATIONS	KEY PEOPLE	KPIs
<ol style="list-style-type: none"> <li>1. Increase competition and supplier diversification.</li> <li>2. Improve value for money through coordinated sourcing, better negotiation, and policy enforcement.</li> <li>3. Strengthen procurement governance to ensure consistency and compliance.</li> <li>4. Enhance staff capability to adhere to procurement SOPs.</li> </ol>	<ul style="list-style-type: none"> <li>• Must coordinate with budget and contract renewal cycles.</li> <li>• Early phases should prioritize high-spend and frequently procured categories.</li> <li>• Training and communication should precede policy changes and tool rollouts.</li> </ul>	<p><b>Lead:</b> Procurement Manager</p> <p><b>Decision Maker:</b> VPFA</p> <p><b>Key Stakeholders:</b></p> <ul style="list-style-type: none"> <li>• Departmental budget holders</li> <li>• UTS (for system integration)</li> <li>• Risk management</li> <li>• Institutional Planning</li> </ul>	<ul style="list-style-type: none"> <li>• Procurement cost savings</li> <li>• Number of VORs</li> <li>• Sole source contract volume</li> <li>• Percentage of procurement transactions aligned to preferred suppliers and agreements</li> </ul>

Risk	Likelihood	Impact	Mitigation
Lack of visibility into institutional purchasing activity limits identification of opportunities	MED	LOW	<ul style="list-style-type: none"> <li>• Leverage spend analysis tools and ERP data to map current procurement patterns</li> <li>• Establish central reporting requirements and shared procurement dashboards</li> </ul>
Change fatigue or resistance to new procurement processes	MED	LOW	<ul style="list-style-type: none"> <li>• Start with high-impact categories and scale based on success stories</li> </ul>
Insufficient coordination across departments results in siloed sourcing and missed savings	LOW	LOW	<ul style="list-style-type: none"> <li>• Develop shared category strategies for high-spend areas</li> <li>• Involve cross-functional teams in supplier evaluations and contract renewals</li> </ul>

# R10: Explore opportunities to further strategic procurement outcomes.

## KEY STEPS TO DELIVER

Planning Implementation Sustainment Milestone

### PLANNING

- Conduct full procurement review and identify opportunities:** Undertake a comprehensive review of procurement efforts, policies, and outcomes to identify improvement opportunities and implementation supports.
- Confirm priority opportunities and policy changes:** Validate quick win and high-impact areas with internal leaders. Define updated sourcing policies (e.g., limiting sole/single source use) and preferred supplier frameworks.  
◆ Policy direction and priority areas agreed

### IMPLEMENTATION

- Introduce updated policies and ERP-integrated processes:** Roll out policy changes, approval controls, and ERP-aligned workflows. Ensure visibility and consistency across categories and departments.
- Deliver targeted training and user supports:** Provide tailored training, updated SOPs, and ongoing user support for procurement staff and budget owners across the University.
- Implement quick wins and high-impact changes:** Deliver targeted procurement changes in high-spend categories, supported by the third party and informed by spend analysis.  
◆ Quick wins executed across top-spend categories

### SUSTAINMENT

- Monitor compliance and procurement performance:** Track adherence to updated policies and preferred agreements using reporting dashboards and audit flags.
- Embed updated practices across roles and processes:** Integrate procurement updates into standard workflows, onboarding, and vendor management routines.  
◆ Revised SOPs and reporting adopted across user groups

	2025-26	2026-27	2027-28	2028-29	2029-30
1 Conduct full procurement review and identify opportunities					
2 Confirm priority opportunities and policy changes					
3 Introduce updated policies and ERP-integrated processes					
4 Deliver targeted training and user supports					
5 Implement quick wins and high-impact changes					
6 Monitor compliance and procurement performance					
7 Embed updated practices across roles and processes					

## R11: Optimize physical assets and facilities to support sustainable student growth.

OBJECTIVES	TIMING CONSIDERATIONS	KEY PEOPLE	KPIs
<ol style="list-style-type: none"> <li>1. Support student growth through optimizing physical assets and facilities.</li> <li>2. Increase space efficiency through centralized scheduling and improved data on usage.</li> <li>3. Integrate flexible work and learning environments.</li> <li>4. Guide capital investments through an updated master campus plan.</li> </ol>	<ul style="list-style-type: none"> <li>• Must align with enrolment projections, budget cycles, and external funding opportunities.</li> <li>• Space data standardization and system improvements should precede broader implementation.</li> <li>• Master plan development should begin early to inform long-term decisions.</li> </ul>	<p><b>Lead:</b> Director Facilities</p> <p><b>Decision Makers:</b> VPFA + Provost</p> <p><b>Key Stakeholders:</b></p> <ul style="list-style-type: none"> <li>• UTS (for space system improvements)</li> <li>• Institutional Planning</li> <li>• Deans and administrative space users</li> <li>• Canadore College (for shared planning)</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage of space scheduled using centralized tools</li> <li>• Reduction in underutilized square footage</li> <li>• Capacity for student growth</li> </ul>

Risk	Likelihood	Impact	Mitigation
Insufficient system integration limits adoption of space management tools	MED	HIGH	<ul style="list-style-type: none"> <li>• Conduct technical assessment and involve UTS early in system selection</li> <li>• Prioritize low-friction integrations and phase rollout across campus</li> </ul>
Inconsistent usage and scheduling practices reduce space system effectiveness	MED	LOW	<ul style="list-style-type: none"> <li>• Establish clear scheduling protocols and booking ownership</li> <li>• Provide training and change support for key schedulers and administrators</li> </ul>
Space data are collected but not used to inform planning	LOW	LOW	<ul style="list-style-type: none"> <li>• Create dashboards and reports that align with planning and capital needs</li> <li>• Embed use of data in annual planning cycles and governance forums</li> </ul>

# R11: Optimize physical assets and facilities to support sustainable student growth.

## KEY STEPS TO DELIVER

Planning Implementation Sustainment Milestone

### PLANNING

- Conduct a space audit to identify inefficiencies and underutilized assets:** Assess current usage and condition of campus facilities to identify opportunities for improved scheduling, repurposing, and investment.  
◆ *Completion of space audit with identified improvement opportunities*
- Develop a joint master campus plan with Canadore College:** Collaborate with Canadore to produce a high-level plan aligning long-term infrastructure needs and land use priorities.  
◆ *Endorsement of the scaled-down joint master plan*
- Establish space governance policies and data standards:** Create consistent policies and processes to manage scheduling, booking authority, data ownership, and space classification.

- Select and procure a fit-for-purpose space management system:** Choose a system that enables scheduling, usage tracking, and integration with other tools.  
◆ *System procured and implementation roadmap finalized*

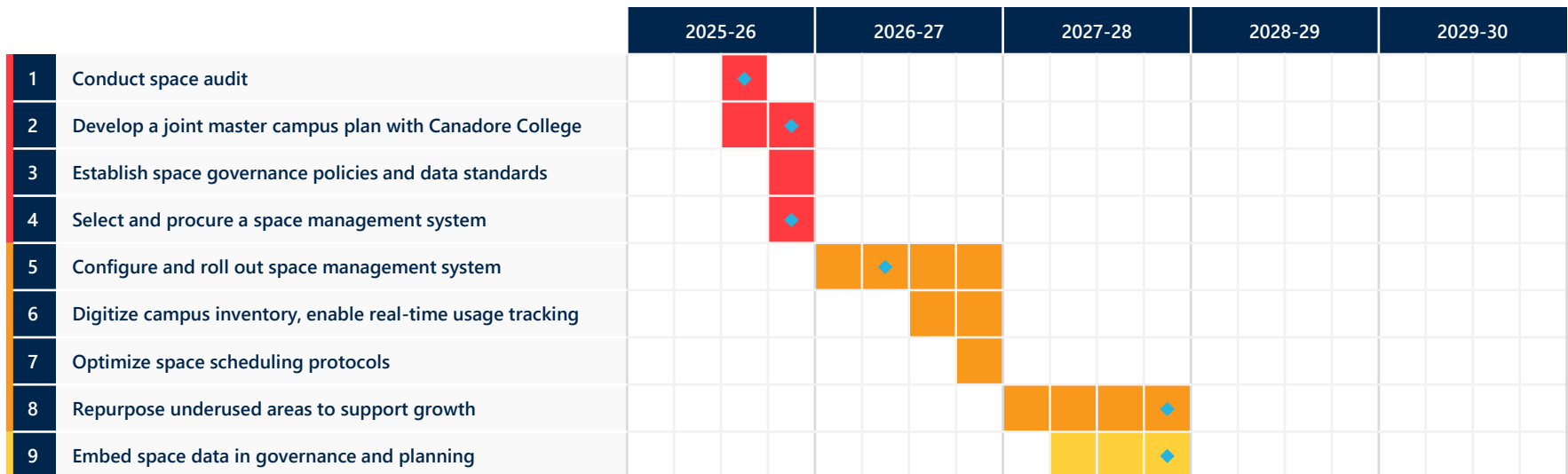
### IMPLEMENTATION

- Configure and roll out space management system:** Implement the system with phased onboarding of faculties and departments. Train users and define roles to ensure smooth adoption.  
◆ *System live across priority academic and administrative areas*
- Digitize campus inventory and enable real-time usage tracking:** Build a digital record of all spaces and activate live scheduling and occupancy features to improve space visibility and efficiency.

- Optimize space scheduling protocols:** Implement centralized booking and scheduling practices to maximize utilization and reduce conflicts.
- Repurpose underused areas to support growth:** Convert low-usage spaces into functional areas for instruction, study, or student services aligned to projected demand.  
◆ *Repurposing of first space(s) completed and aligned with priority student needs*

### SUSTAINMENT

- Embed space data in governance and planning:** Regularly review space usage insights in capital planning forums to drive continuous improvement and future investment decisions.  
◆ *Usage data presented annually in capital planning cycle*



## R12: Focus key ancillary services on continuing to deliver surpluses for strategic university use.

OBJECTIVES	TIMING CONSIDERATIONS	KEY PEOPLE	KPIs
<ol style="list-style-type: none"> <li>1. Define the role of ancillary services in supporting core operations and financial sustainability.</li> <li>2. Align each service with clear profit or service delivery goals.</li> <li>3. Increase revenue generation through targeted market growth.</li> <li>4. Reinforce commercial accountability and margin-based performance culture.</li> </ol>	<ul style="list-style-type: none"> <li>• Align implementation with fiscal planning and contract renewal cycles.</li> <li>• Prioritize high-margin, low-barrier improvements before broader overhauls.</li> <li>• Integrate digital upgrades and awareness initiatives with campus-wide technology and marketing roadmaps.</li> </ul>	<p><b>Lead:</b> Director, Ancillary Revenues and Business Development</p> <p><b>Decision Maker:</b> VPFA</p> <p><b>Key Stakeholders:</b></p> <ul style="list-style-type: none"> <li>• Finance (for contract review and margin analysis)</li> <li>• Communications</li> <li>• Athletics</li> <li>• Conferencing</li> <li>• Print Shop</li> </ul>	<ul style="list-style-type: none"> <li>• Ancillary net profit by service unit</li> <li>• Margin per transaction (e.g., room booking, printing)</li> <li>• Utilization rate of core ancillary facilities</li> </ul>

Risk	Likelihood	Impact	Mitigation
Lack of commercial mindset limits margin-based decision-making	MED	HIGH	<ul style="list-style-type: none"> <li>• Embed profit targets and performance metrics in service planning</li> <li>• Provide training on margin management and commercial service delivery</li> <li>• Incentivize leaders for exceeding profitability goals</li> </ul>
Overextension of resources across underperforming or low-demand services	MED	MED	<ul style="list-style-type: none"> <li>• Conduct service-by-service profitability assessments</li> <li>• Prioritize reinvestment in high-margin, high-use offerings</li> <li>• Phase out or reconfigure low-return services</li> </ul>
Underutilization of modern platforms reduces revenue capture	LOW	MED	<ul style="list-style-type: none"> <li>• Streamline booking and e-commerce interfaces for better UX</li> <li>• Promote digital offerings through targeted marketing</li> <li>• Monitor digital uptake and address friction points</li> </ul>

# R12: Focus key ancillary services on continuing to deliver surpluses for strategic university use.

## KEY STEPS TO DELIVER

Planning Implementation Sustainment Milestone

### PLANNING

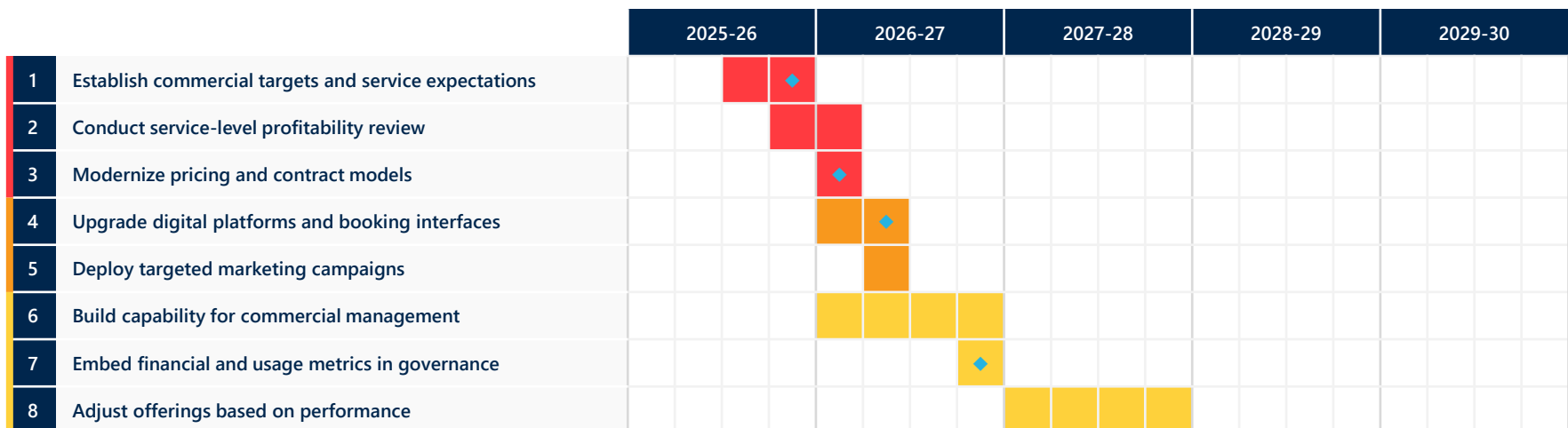
- 1. Establish commercial targets and service expectations:** Define the role of each ancillary unit in delivering strategic services and agreed profit margins. Clarify financial expectations and service standards across units.  
◆ *Commercial targets and service expectations endorsed by leadership*
- 2. Conduct service-level profitability review:** Assess demand, margins, and financial performance across all ancillary offerings. Identify high-margin, underperforming, and non-essential services.
- 3. Modernize pricing and contract models:** Redesign pricing strategies and renegotiate third-party agreements to reflect value delivered, cost-to-serve, and margin goals.  
◆ *Revised pricing models and updated contract terms finalized*

### IMPLEMENTATION

- 4. Upgrade digital platforms and booking interfaces:** Improve user experience and revenue capture through enhancements to booking tools and e-commerce capabilities.  
◆ *New digital interface deployed with usage tracking enabled*
- 5. Deploy targeted marketing campaigns:** Increase awareness and usage of core ancillary offerings via data-driven outreach to students, staff, and external audiences.

### SUSTAINMENT

- 6. Build capability for commercial management:** Deliver training on margin management, pricing, and service accountability to ancillary unit leads and key staff.
- 7. Embed financial and usage metrics in governance:** Incorporate margin, utilization, and satisfaction data into planning cycles and service reviews.  
◆ *Service-level reporting integrated into ongoing governance processes*
- 8. Adjust offerings based on performance:** Phase out low-margin or low-demand services and redirect resources to areas with stronger financial and strategic returns.



## R13: Develop a targeted, multi-year advancement strategy to increase revenues from fundraising efforts.

OBJECTIVES	TIMING CONSIDERATIONS	KEY PEOPLE	KPIs
<ol style="list-style-type: none"> <li>1. Define a unified advancement strategy to guide fundraising efforts.</li> <li>2. Broaden and diversify the donor base through targeted alumni engagement.</li> <li>3. Increase fundraising efficiency through adoption of digital tools.</li> <li>4. Strengthen capacity to identify, cultivate, and convert prospects.</li> </ol>	<ul style="list-style-type: none"> <li>• Strategy development should begin early to inform fiscal planning cycles.</li> <li>• Alumni engagement efforts can launch quickly with existing data.</li> <li>• Technology improvements should align with broader system updates and resourcing.</li> </ul>	<p><b>Lead:</b> Manager, Advancement</p> <p><b>Decision Maker:</b> VPFA</p> <p><b>Key Stakeholders:</b></p> <ul style="list-style-type: none"> <li>• Alumni Relations</li> <li>• UTS (for advancement systems)</li> <li>• Communications</li> <li>• President's Office</li> <li>• Deans and academic leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Total funds raised annually</li> <li>• Growth in donor conversion rate</li> <li>• Number of engaged recent alumni contributors</li> </ul>

Risk	Likelihood	Impact	Mitigation
Fragmented institutional approach limits long-term strategy execution	MED	HIGH	<ul style="list-style-type: none"> <li>• Establish clear advancement strategy and governance</li> <li>• Align academic and leadership stakeholders on shared fundraising priorities</li> <li>• Build cross-functional planning rhythms for major campaigns</li> </ul>
Staff turnover or capacity gaps disrupt donor relationships and execution	MED	MED	<ul style="list-style-type: none"> <li>• Document key relationships and engagement plans digitally</li> <li>• Provide regular training and onboarding tools</li> <li>• Cross-staff critical donor and alumni accounts</li> </ul>
Low uptake of digital tools limits efficiency and scalability	LOW	MED	<ul style="list-style-type: none"> <li>• Select user-friendly, scalable systems aligned with Adv. needs</li> <li>• Phase rollout with internal champions and pilots</li> </ul>



# R13: Develop a targeted, multi-year advancement strategy to increase revenues from fundraising efforts.

## KEY STEPS TO DELIVER

■ Planning ■ Implementation ■ Sustainment ◆ Milestone

### PLANNING

1. **Review current advancement approach and capacity:** Conduct a diagnostic of current strategies, tools, donor segmentation, and resource allocations to identify key gaps and opportunities.
2. **Define a multi-year advancement strategy:** Develop a unified advancement strategy that sets priorities, aligns with institutional goals, and defines target audiences, channels, and metrics.  
◆ *Formal endorsement of multi-year advancement strategy*
3. **Select and plan advancement technology improvements:** Identify digital tools and platforms that improve donor targeting, streamline giving, and automate stewardship workflows. Ensure alignment with broader system planning

### IMPLEMENTATION

4. **Implement digital fundraising tools and stewardship automations:** Deploy selected platforms and train staff to use them effectively. Embed best practices for donor recognition and retention.  
◆ *Successful rollout of digital fundraising tools*
5. **Develop and launch alumni engagement initiatives:** Design targeted campaigns to engage recent alumni and expand the donor base, using audience segmentation, events, and personalized outreach.  
◆ *Initial launch of recent alumni campaign*

### SUSTAINMENT

6. **Track performance and refine approach:** Use dashboards to monitor engagement, retention, and conversion. Evaluate initiative impact and adjust strategy and tactics as needed.
7. **Scale high-performing campaigns and institutionalize planning rhythms:** Embed fundraising strategy in annual planning, scale proven initiatives, and formalize cross-functional coordination for major campaigns.  
◆ *Institutionalization of annual fundraising planning cycle and scaling of top-performing campaigns*

	2025-26	2026-27	2027-28	2028-29	2029-30
1 Review current advancement approach and capacity	■				
2 Define a multi-year advancement strategy	■ ◆				
3 Select and plan advancement technology improvements		■			
4 Implement digital tools and stewardship automations		◆			
5 Develop and launch alumni engagement initiatives		◆ ■ ■			
6 Track performance and refine approach		■ ■ ■			
7 Scale high-performing campaigns and embed planning			■ ■ ■ ◆		

# TWO (2) YEAR POST CYCLICAL PROGRAM REVIEW MONITORING REPORT

## PROGRAM OVERVIEW

PROGRAM	IQAP REVIEW DATE	SENATE APPROVED
Bachelor of Arts – Child and Family Studies	January 19, 2023	December 8, 2023

## PROGRESS OF RECOMMENDATIONS

RECOMMENDATION	% COMPLETE	RESPONSIBLE MEMBER/UNIT	STATUS IF NOT COMPLETED, PLEASE PROVIDE PROJECTED COMPLETION DATE
Urgent Curriculum Review, stemming from Recommendation 5 with implications to Recommendation 5,6,7,8,10, and 11	80%	CHFS Program Coordinator, Chair, and Dean	<p>In Progress.</p> <p>Proposed Curriculum changes were submitted Mar 2024 under one process framework where the direct message from the Dean was that a Major Modification LOI was not required. After several months, we were informed that an LOI was required. Once we were ready to submit the LOI, the new Program Mapping requirement was introduced, leading to further delays.</p> <p>The CHFS Program Coordinator and sole faculty member has been on approved sabbatical leave from July 1, 2024, to present. Despite this, work on mapping the program has been continued by the CHFS Program Coordinator in consultation with the Chair and Centre for Teaching and Learning staff. We expect to submit the LOI with accompanying curriculum maps once the sabbatical leave has concluded.</p>
Indigenous Commitments in CHFS stemming from Recommendation 3, with implications for Recommendations 1 and 5	80%	CHFS Program Coordinator, Chair, and Dean	<p>In Progress.</p> <p>While somewhat delayed, curriculum development has continued to be completed by the CHFS Program Coordinator during 2024-25, with key Indigenous content added/taught in the program, via modification of existing courses and addition of new courses, e.g., Children and Families: Risk, Resiliency, and Wellbeing (Bio-</p>

psycho-social-spiritual models of care with core content including and expanding the Wiidooktaadyang micro-credential). These are currently required for all students and are part of our core programming.

In addition, several INDG courses have been proposed and will be included in our new Program Mapping. For example *INDG 2406 (Indigenous Families – Colonial Impacts & Contemporary Resources)*, *INDG 3106 (Indigenous Health & Wellness)* and electives like *INDG 2007 (Land as Home & Indigenous Well-Being)* will be included in the updated program maps.

Beyond this, TT interviews for a shared position with a focus on Indigenous, Child, and Youth Mental Health (shared with PSYC) are in progress, to be finalized May, 2025. Pending a successful search outcome, the successful candidate will help fulfill these IQAP recommendations.

## SUMMARY OF PROGRESS TO DATE

While the two recommendations noted above were specifically identified for this 2-year follow-up report, they have implications for all 11 recommendations (CHFS IQAP 2022 Implementation report). As outlined below, a great deal of progress has been made at the operational level for many of the recommendations. In many cases, these items are not mutually exclusive, and all support the core values and the foundation of the program.

- Program maps will be finalized in a meeting with Dean in May, 2025 and will be routed through the senate approval process 2025-26 (*Curriculum Review, and Recommendation 5*) – *this was a newly implemented process this year, not required in our previous submission*
- Curriculum revision and concentrations submitted under the previous academic review process(es) are currently being finalized for resubmission under the new curriculum review and approval process(es). In keeping with final program mapping, these will be submitted to ARCC once the preliminary approvals have been obtained. In direct response to reviewers, the groupings of elective courses based on categories of human development and learning and child and family wellbeing and social justice that formed the core of the original program are being discontinued (*Curriculum Review, and Recommendation 5*)
- Curriculum revisions to methodology courses to include Indigenous methodologies and ways of knowing has been completed (*Indigenous Commitments; Recommendation 3*)
- New curriculum with enhanced Indigenous perspectives have been offered over the past two years as topics courses - Children and Families: Risk, Resiliency, and Wellbeing (Bio-psycho-social-spiritual models of care with core content including and expanding the Wiidooktaadyang micro-credential); (*Indigenous Commitments; Recommendation 3*)
- Wiidooktaadyang material and micro-credential options embedded into current Placement courses, including 4205 and 4305 for graduating students (*Indigenous Commitments; Recommendation 3*)

- TT interviews for a shared position with a focus on Indigenous Child and Youth Mental Health (shared with PSYC) are in progress, to be finalized May, 2025. Start date 07.01.2025, pending successful search outcome. Will contribute to development of core curriculum related Indigenous Child and Youth Mental Health and teaching of existing curriculum (*Indigenous Commitments; Recommendation 3*)
- Exploration of expanding experiential learning opportunities for students, notably in the context of internships, co-op placements, and unpaid placements in the community sector has continued. This work has been supported by CHFS Program Coordinator – active member of the EL/WIL Committee 2024-25, and with continued responsibility for coordination of student practicum placements and agency partnerships during this time frame. This is also in keeping with the NU Strategic Plan (*Recommendation 6*)
- Further work was undertaken for CHFS certificates to become available to non-program students. Two updated certificates in Early Intervention and Applied Behaviour Sciences are now available to non-majors. We will continue to improve access to community-based learners (as per recommendation 7) as we move this work forward and secure program capacity. This is also in keeping with our NU Strategic Plan. Related, the CHFS Program Coordinator and Chair recently worked with the Office of Advancement to finalize the criteria for a new student award in this area (*The Mirjana Alimpic Award*). This award was generously established in memory of Mirjana Alimpic, graduate bookkeeper, and lifelong child development program supporter, dedicated to fostering growth of young individuals with focus on literacy and independence. Selected by CHFS Faculty in collaboration with the Nipissing Awards Office, this award will recognize a full time Nipissing student enrolled in the Child and Family Studies program who is completing the Early Intervention Certificate. (*Recommendation 7*)
- As per the reviewers' direct recommendation, we will continue to explore ways to develop CHFS as a "more obvious and desirable pathway for careers beyond the education sector, such that a greater percentage of enrolled students aim for social and community service careers rather than education and teaching careers. This is particularly relevant given the dire human resource shortages in health and community service fields in the near North". We have made partial progress towards this recommendation, with secured agreements that support transfer graduates from a wide range of Ontario college programs that support social and community service career options beyond the education sector. Current pathways do include Early Childhood Education and Educational Assistant, but also Drug and Alcohol Counsellor, Indigenous Wellness and Addictions Prevention, Mental Health and Addictions Worker, Social Service Worker, and Developmental Services Worker diploma programs (with a cumulative average of 70% or better), to enter directly into the BA Honours Specialization or Specialization in Child & Family Studies, with up to 45 credits awarded. Additional transfer credit is available for students who have completed post-graduate certificates such as Autism & Behavioural Science or Children's Mental Health programs, receiving an additional 15 credits. Similarly, graduates of two-year Behavioural Science diplomas are eligible for 45 transfer credits, while graduates of three-year advanced Behavioural Science diplomas are eligible for up to 60 transfer credits. These pathways reflect our strong and long-standing focus on recognizing prior learning and supporting flexible, accessible degree completion options for a diverse range of students. This will come into focus more clearly with the finalization of our curriculum review/and program Map, as well as with the hiring of a new shared position with a focus on Indigenous Child and Youth Mental Health which would directly contribute to strengthening our presence across these sectors and Indigenous children/youth/families in particular (*Recommendations 3 & 8*).

#### LIST OF ACTION ITEMS LEADING UP TO NEXT REVIEW

- Move above-noted curriculum changes through the senate approval process in a timely manner. Continue to explore and tackle the remaining recommendations of the IQAP as appropriate and as summarized below.

#### CONCLUSIONS/RECOMMENDATIONS/NEXT STEPS – PLEASE ADD CONCLUDING SUMMARY REGARDING NEXT STEPS

With the overarching objectives completed in 2025-26, we plan to tackle the remaining recommendations from the CHFS 2022 IQAP as applicable/follows:

Recommendations:

1. The priority for this program is the hiring of additional tenure-stream faculty members. We strongly urge the University to follow through with the planned replacement hire in 2023/2024, and to consider at least one but ideally two additional tenure stream positions over the next two years.	In-Progress: As per above-noted, we are in the final stages for a position focused on Indigenous Child and Youth Mental Health shared with PSYC.
2. We urge the university to make available dedicated administrative support for this program. It is highly unusual for a program of this size to operate without any dedicated administrative support.	In-Progress: We understand from the Dean that a formal request has been made for administrative support around placements.
3. We strongly recommend strengthening the program's Indigenous-focused curriculum, including embedding this focus within the program learning outcomes, either by introducing a required course or by significantly increasing Indigenous-focused content, including Indigenous knowledges, across all courses in the curriculum, and notably in the research-related courses and those courses heavily influenced by psychology, since these fields often are centered on Western ways of knowing and white lived experiences.	In-Progress: As per above-noted with new courses, modification to existing courses, and TT recruitment with a focus on Indigenous Mental Health
4. We recommend strongly that there be further exploration of program delivery methods, including virtual and online delivery of courses, hybrid and blended learning opportunities, and intensive courses.	We have been consistently offering online and hybrid options to enhance our EDI and Accessibility efforts for students. Accessibility is a core value of the program with demonstrable benefit for current students and attracting prospective students, with efforts underway since the previous IQAP. While we have less hybrid options for students 2025-26 until the finalization of our program mapping, CHFS is still highly accessible to non-traditional learners, particularly through the establishment of articulated transfer pathways for college graduates.
5. We recommend that the grouping of elective courses based on categories of human development and learning and child and family wellbeing and social justice be discontinued, as these categorizations are out of step with current academic and professional practices.	In-Progress, subsumed under the Curriculum Review and new Program Mapping action items currently being finalized
6. We strongly recommend exploration of expanding experiential learning opportunities for students, notably in the context of internships, co-op placements, and unpaid placements in the community sector.	In Progress:  And in keeping with NU Strategic Plan.  CHFS Program Coordinator active member of the EL/WIL Committee 2024-25, and with continued responsibility for coordination of student practicum placements and agency partnerships.
7. We recommend that further consideration be given to the certificates offered as part of the program becoming available to non-program students and to community-based learners as part of a continuing education scheme.	In Progress:  Two updated certificates in Early Intervention and Applied Behaviour Sciences are now available to non-program - all NU - students.  We will improve access to community-based learners as we continue to move this work forward.
8. We recommend that consideration be given to further development of this program with a view of	In Progress:

<p>becoming a more obvious and desirable pathway for careers beyond the education sector, such that a greater percentage of enrolled students aim for social and community service careers rather than education and teaching careers. This is particularly relevant given the dire human resource shortages in health and community service fields in the near North.</p>	<p>We have made partial progress towards this recommendation, with secured agreements that support transfer graduates from a wide range of Ontario college programs that support social and community service career options beyond the education sector. Current pathways do include Early Childhood Education and Educational Assistant, but also Drug and Alcohol Counsellor, Indigenous Wellness and Addictions Prevention, Mental Health and Addictions Worker, Social Service Worker, and Developmental Services Worker diploma programs (with a cumulative average of 70% or better), to enter directly into the BA Honours Specialization or Specialization in Child &amp; Family Studies, with up to 45 credits awarded. Additional transfer credit is available for students who have completed post-graduate certificates such as Autism &amp; Behavioural Science or Children's Mental Health programs, receiving an additional 15 credits. Similarly, graduates of two-year Behavioural Science diplomas are eligible for 45 transfer credits, while graduates of three-year advanced Behavioural Science diplomas are eligible for up to 60 transfer credits.</p> <p>These pathways reflect our strong and long-standing focus on recognizing prior learning and supporting flexible, accessible degree completion options for a diverse range of students.</p> <p>This recommendation/goal for the program will continue to be developed and come into focus more clearly with the finalization of our curriculum review/and program Map and with the hiring of a new shared position with a focus on Indigenous Child and Youth Mental Health to strengthen our presence across these sectors.</p>
<p>9. We recommend that consideration be given to developing a research facilitation plan for the faculty members, in collaboration with the community professionals involved as instructors, to expand their impact through locally and regionally relevant knowledge generation.</p>	<p>Admin/University level commitment, capacity, and support is necessary. The program has come through a <i>dry</i> decade of limited to no support despite increasing/high student numbers, however we are optimistic that this might be remedied in the near future with the implementation of the new process for UG program review, which identifies a number of indicators focused on admin/university support requirements for research.</p>
<p>10. We recommend that the timelines for banking and deleting courses be accelerated considerably. Specifically, we do not recommend that the time between a course ceasing to be offered and then appearing on a banked courses list be five years, nor that it take five years on the banked courses list for a course to be deleted. This process could be significantly accelerated, and this would provide for greater clarity of the curriculum and its course offerings.</p>	<p>This may not be relevant with completion of the curriculum review/program map and streamlining of courses</p>
<p>11. This program could be enriched by the inclusion of international students, so long as there are support systems in place for international students to live well in the community and be academically successful.</p>	<p>CHFS curriculum and CHFS has played a central role in the development of the International Post Bacc Diploma in Health &amp; Social Impact</p>

A handwritten signature in black ink, appearing to read 'Nathan Colborne', with a horizontal line crossing through the middle of the letters.

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Dean of Arts & Science  
Dr. Nathan Colborne

**Nipissing University**  
**Graduate Studies Committee Report**  
**May 21, 2025**

The Graduate Studies Committee met on May 21, 2025.

Members in attendance: B. Law (Chair), S. Hansen (Vice-Chair), K. Clausen, N. Colborne, D. Iafrate, B. Kelly, J. Murton, G. Raymer. Regrets: N. Black, K. Greer, D. Walters. Absent: L. Hoehn.

Guests: A. McCarthy

Recording Secretary: L. Snoddon

Reports from the Office of Research, Innovation & Graduate Studies were distributed prior to the May 21<sup>st</sup> meeting. Updates included:

- OCGS Updates
- 3MT Regional Showcase
- Admissions update

Discussions Included:

- Processes for nomination and voting for graduate representatives
- June GSC retreat
- Graduate student orientation planning

New business included:

- Approval of the GSC Annual Report to Senate for 2024-2025

Respectfully submitted,



B. Law  
Chair, Graduate Studies Committee

**MOTION 1:** That Senate receives the report of the Graduate Studies Committee, dated May 21, 2025.



## Nipissing University

### Annual Report of the Graduate Studies Committee

May 23, 2025

During the academic year 2024-2025, there were 7 meetings of the Graduate Studies Committee (GSC). The meetings were held on September 25<sup>th</sup>, October 23<sup>rd</sup>, November 20<sup>th</sup>, January 10<sup>th</sup>, March 19<sup>th</sup>, April 23<sup>rd</sup>, and May 21<sup>st</sup>. On January 22<sup>nd</sup>, an informal meeting was held to discuss admission processes. The scheduled December and February meetings were canceled due to a lack of quorum.

Attendance for the Graduate Studies Committee was as follows:

Membership	Attendance
Barbi Law, Chair	7
Steve Hansen, Vice Chair	7
James Murton	7
Kurt Clausen	6
Benjamin Kelly	6
Logan Hoehn	5
Dan Walters	6
Debra Iafrate	5
Graydon Raymer	5
Nancy Black	5
Nathan Colborne	4
Kirsten Greer	2
Jane Barker (Nathan Colborne's Delegate)	2
Brendan Brown (Graduate Student Representative)	3
Amber McCarthy	3
(Guest – Graduate Studies Coordinator, March 2025 to May 2025)	
Chloe Marshall	4
(Guest – Graduate Studies Coordinator, September 2024 to January 2025)	
Heather Brown (Guest)	4
Laura Snoddon (Guest – Recording Secretary)	6
Sarah Marinelli (Guest)	1

### The following topics were discussed during this year:

- Admission processes and timelines
- Admission targets for 2025-2026
- Annual Graduate Program Review Process
- Annual Workplan
- Curriculum Mapping
- Development of Project Integrate - Graduate
- Entrance Awards

- External Examiner Policy
- Graduate Program Recruitment and Retention Plan
- Graduate Programs' Vision and Mission
- Graduate Student Applications for Residence
- Graduate Studies Funding Model
- Graduate Study Reports to Senate
- Graduating with Distinction
- OCGS Regulation for Undergraduate Courses
- Orientation planning
- OCGS Principles of Graduate Supervision
- Processes for nomination and voting for graduate representatives
- Spring Retreat
- Teaching Assistant Training
- Terms of Reference
- Thesis templates
- Visiting Graduate Student Researcher Policy

**The following motions were approved during this year:**

- Election of Steve Hansen as Vice-Chair for a 1-year term.
- Approval of the GSC Annual Report to Senate for 2024-2025
- That Senate Executive receive the 2024-2025 Work Plan for the Graduate Studies Committee, and for it to be shared with Senate for information.
- That GSC approve the Graduate Studies Funding Model principles for 2025-2026.
- That GSC accepts Graduate Studies Admissions and Funding Model dates as presented, with the decoupling of offers of admission and program of study from offers of funding.

**Summary of Outcomes:**

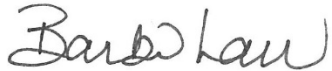
- The Graduate Awards Review Committee was populated for 2024-2025.
- Updated Graduate Studies funding model, admission dates, and OGS allocation for 2024-2025.

**Pending Items:**

- 2025-2026 Annual Workplan
- APOP Goals
- External Examiner Policy
- Graduating with Distinction
- GSC Spring Retreat Agenda
- Thesis template for creative works
- Graduate Studies Governance Policy
- Visiting Graduate Student Researcher Policy

The Chair acknowledges and thanks the Graduate Studies Committee for their diligence and commitment. The Chair also acknowledges the contributions of faculty to the graduate awards review committee.

Respectfully Submitted,

A handwritten signature in cursive script that reads "Barbi Law". The ink is dark and the signature is fluid.

Barbi Law, PhD

Associate Vice-President, Research, Innovation, & Graduate Studies

**Motion:** That Senate receive the 2024-2025 Annual Report of the Graduate Studies Committee, dated May 23, 2025.

**NIPISSING UNIVERSITY  
REPORT OF THE HONORARY DEGREES COMMITTEE**

May 21, 2025

**Members**

K. Wamsley	1
AB. Graff	1
N. Colborne	1
D. Smits	1
P. Zou	1
J. Abbott	1
J. Bramburger	1

**Absent with Regrets**

H. Panchal

**Resource Guests**

Abby Blaszczyk

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

At the meeting on October 31, 2024, additional names were received from the solicitation. The committee agreed to forward three (3) individuals to Senate for approval at an in-camera meeting. The list of names was approved at the December 13, 2024, meeting of the Senate.

Respectfully submitted,



Kevin Wamsley, Chair  
Honorary Degrees Committee

Motion:           That the Senate receive the 2024-2025 Annual Report of the Honorary Degrees Committee dated May 21, 2025.

**NIPISSING UNIVERSITY**  
**ANNUAL REPORT OF JOINT COMMITTEE OF THE BOARD AND SENATE ON**  
**GOVERNANCE**

May 21, 2025

<b>Members</b>	<b>Attendance</b>
M. Berube	1
J. D'Agostino	1
D. Hay	1
H. Panchal	0
D. Smits	1
M. Sullivan	1
D. Tabachnick	1
K. Wamsley	1

The Joint Committee of the Board and Senate on Governance met on November 26, 2024, to continue discussions on the suspension of admissions and enrolments, as forwarded to the Committee from the Academic Senate and jointly approved by the Board of Governors. Representatives from the Academic Senate emphasized the importance of collegiality in the decision-making process for program enrolment suspension, advocating for greater Senate involvement within the current process, while also recognizing the urgency of suspension of enrolment to engage in fulsome program reviews. Board of Governors representatives spoke to the Board's fiduciary duties, as defined within The Act, and noted that suspension of enrolment within a program is both a business decision (outside the scope of Senate) and a call to action from numerous audit reports over the past decade, including the most recent Auditor General of Ontario report on Financial Management in Ontario Universities.

The main topic of discussion revolved around the authority and process for suspending academic programs. The University Act refers to the jurisdiction of Senate as primarily focused on academic decisions, such as program closures, while administrative decisions, particularly those that are fiduciary in nature, fall under the Board's authority.

At the November 26, 2024, meeting of the Committee, *proposed Regulations for Administrative Suspension of Admission to Academic Programs* and *Program Admission Suspension Procedures* were shared and members requested more time to review the documentation. An email was shared on November 27, 2024, requesting feedback and conversation on the documents. Remarks were requested to be received no later than 5:00 p.m. on Wednesday, December 4, 2024.

Per the Terms of reference, as outlined in item C. i) *The Joint Committee will endeavour to work on a consensus basis*. As a consensus had not been reached, a vote was called on the following motion:

**That the Joint Committee endorses the Final Program Suspension Procedures and the Regulations for the Administrative Suspension of Admission to Academic Programs presented by the Provost and Vice-President, Academic.**

Following a voting period, the motion passed (4 in favour, 2 opposed) and was brought forward to the Senate Executive Committee by Dr. Wamsley.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read 'ABlaszczyk'.

Abby Blaszczyk  
University Secretary  
Joint Committee

Motion:           That Senate receive the 2024-2025 Annual Report of the Joint Committee of the Board and Senate on Governance, dated May 21, 2025.

**Nipissing University**  
**Senate Research Committee Report**  
**May 12, 2025**

The SRC met on May 12<sup>th</sup>, 2025.

Members in attendance: B. Law (Chair), N. Black (Vice-Chair), N. Botham, C. Cho, M. Sullivan, D. Zarifa, H. Zhu. Recording Secretary: L. Snoddon, Regrets: C. Byers (non-voting), K. Sarginson (non-voting).

Reports from the Office of Research, Innovation & Graduate Studies were distributed prior to the May 12<sup>th</sup> meeting, with a verbal report given by the Chair. Updates included:

- Research Administration & Security Workshop at McMaster University
- CFI and CRC applications
- End of year financial reporting processes for grants
- OCUR updates
- 2025-2026 Research Rendezvous planning


New Business included:

- Receipt of the Statistics Canada Research Data Centre (RDC) Annual Report
- Approval of the SRC Annual Report to Senate for 2024-2025

Discussion topics included:

- The 2025-2026 SRC Workplan

Respectfully submitted,



B. Law  
Chair, Senate Research Committee

**Motion 1:** That Senate receives the report of the Senate Research Committee, dated May 12, 2025.

## Nipissing University

### Annual Report of the Senate Research Committee

May 23, 2025

During the 2024-2025 academic year, there were seven meetings of the Senate Research Committee. The meetings were held on September 25<sup>th</sup>, November 7<sup>th</sup>, December 12<sup>th</sup>, February 5<sup>th</sup>, March 5, April 9<sup>th</sup>, and May 12<sup>th</sup>. Both March and April also had ad hoc meetings to approve internal grant funding. Quorum was not met for the scheduled October meeting, resulting in a cancellation prior to the intended meeting time. February 5<sup>th</sup> also did not meet quorum, but an informal meeting was held during the scheduled time. The January meeting was cancelled due to a lack of agenda items.

Attendance for the Senate Research Committee was as follows:

Membership	Attendance
Barbi Law, Chair	6
Nancy Black, Vice-Chair	7
David Zarifa	7
Mary Pat Sullivan (effective as of November 2024)	5
Haibin Zhu	6
Christine Cho	7
Brendan Brown – (Graduate Student Rep, resigned as of March 2025)	2
Nicholas Botham - (NUSU rep, effective as of May 2025)	1
Matt De Vuono - (NUSU rep, completed term as of March 2025)	0
Carly Byers (guest)	6
Kristen Sarginson (guest)	6
Laura Snoddon (guest)	6

### The following topics were discussed during this year:

- Annual Workplan for 2024-2025
- Annual Commercialization Reporting
- APOP Action items
- Artificial Intelligence (AI) in Research
- Awards in Support of Research, Scholarly, and Creative Activities (ARSCA) competition
- Centres & Institutes Policy
- CRC EDI Action Plan
- Governance Responsibilities
- Hiring research staff and student trainees
- Intellectual Property Policy
- Internal Research Grant competition
- Research Data Management Strategy
- Research Rendezvous
- Research Security Processes and Resources
- Responsible Conduct of Research Policy Revision
- Search for Canada Research Chairs
- SRC Terms of Reference
- Strategic Research Planning Process
- Undergraduate Student Research Award (USRA) competition



**The following motions were approved during this year:**

- Approval of the recommendations from the Internal Awards Review Committee for the Awards in Support of Research, Scholarly, and/or Creative Activities (*in camera*)
- Approval of the recommendations from the Internal Awards Review Committee for the Internal Research Grant competition (*in camera*)
- Approval of the recommendations from the SIG Review Committee for the SSHRC Explore and Exchange competition (*in camera*)
- Approval of the recommendations from the Training Awards Committee for the Undergraduate Student Research Awards competition (*in camera*)
- Recommendation of the revised Centres & Institutes Policy to Senate.
- That the 2024-2025 Work Plan for the Senate Research Committee be shared with Senate for information.
- Election of Nancy Black as Vice-Chair.

**Summary of Outcomes:**

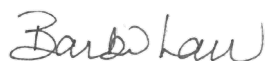
- The following award review committees were populated for 2024-2025: the Internal Awards Review Committee, the Training Awards Review Committee, and the SIG Review Committee
- Research Month 2025 activities: NU360, 18th annual Undergraduate Research Conference, 3MT, and Research Rendezvous Events.

**Pending Items for 2025-2026:**

- Implementation of the Institutional Research Data Management Strategy
- Intellectual Property Policy
- Policy and Process Map
- Research Security Processes
- SRC Annual Workplan for 2025-2026
- Strategic Research Plan
- General Research Fund (GRF) and Infrastructure Operating Fund (IOF) plans/procedures

The Chair thanks the Senate Research Committee members for their diligence and commitment. The Chair acknowledges the important contributions of the associated review committees, organizing committees, and working groups, and thanks members for their engagement and continued support of the research culture at Nipissing University.

Respectfully Submitted,



Barbi Law, PhD

Associate Vice-President, Research, Innovation, & Graduate Studies

**Motion:** That Senate receive the 2024-2025 Annual Report of the Senate Research Committee, dated May 23, 2025.

**Nipissing University**  
**Annual Report of the Senate Budget Advisory Committee (SBAC)**

May 22, 2025

During the 2024-2025 academic year, the Senate Budget Advisory Committee met six times on October 7, 2024, October 28, 2024, December 9, 2024, February 21, 2025, March 27, 2025, and April 29, 2025. Membership and attendance at the meetings was as follows:

<b>Membership:</b>	<b>Attendance:</b>
Richard Wenghofer, Chair	6
Graydon Raymer	6
Nathan Colborne	6
Chris Greco	6
Robin Gendron	6
Sarah Winters	6
Matt DeVuono (to Feb 21, 2025)	0
Harikesh Panchal (from Mar 27, 2025)	1

**SBAC Business Conducted in the 2024-2025 Academic Year:**

- Approved a workplan for the SBAC.
- Selected a Chair of the Committee.
- Received reports from the Provost and Vice-President Academic (PVPA) and the Vice-President Finance and Administration (VPFA) on the budget and budgeting process for academic programming.
- Discussed further revision to the current Terms of Reference to include the PVPA and the VPFA as ex-officio, non-voting members of the SBAC. A motion was passed and approved to include PVPA and VPFA as ex-officio non-voting members. The revisions to the Terms of Reference are currently underway.

NOTE: The SBAC did not recommend any motions to Senate as this committee is purely advisory.

**Outstanding Items for the Senate Budget Advisory Committee:**

- Complete, discuss, and approve the revised Terms of Reference to include the PVPA and VPFA as ex-officio, non-voting members of the SBAC. It is anticipated that this revision will be completed before June 30<sup>th</sup>, 2025.

**Motion:**        **That Senate receive the Annual Report of the Senate Budget Committee dated May 22, 2025.**

NIPISSING UNIVERSITY

REPORT OF THE TEACHING AND LEARNING COMMITTEE

December 16, 2024

Attendance: Graydon Raymer, Trevor Smith, Katrina Srigley, Rob Breton, Rick Vanderlee, Louela Manankil-Rankin, and Brendan Brown.

Regrets were received from Nancy Black and Steven Cairns, while Emma Bonneau and Daniel Cassanto were absent without regrets.

Kari Rasmussen and Stephanie Young attended as guests.

The Teaching and Learning Committee met on December 16, 2024. Under business arising from the minutes, the Committee noted no updates were currently available from the RSD Competencies Group. Dr. Trevor Smith will schedule a meeting for this group and report back to the Committee during the January meeting.

In the Dean's update, it was reminded that the revised course syllabus template was recently approved by Senate, and instructors will be informed to include instructional costs within their syllabi. Deans' offices will assist instructors regarding program-related costs.

The Committee discussed concerns regarding clarity in communications involving references to AI (Artificial Intelligence) and academic integrity. Various measures were discussed as to whether they would reduce academic dishonesty associated with AI, such as utilizing testing centers, prohibiting smart devices during exams, standardizing exam supplies, offering professional development sessions for faculty, and clearly communicating to students the consequences of academic misconduct.

Additionally, the Committee reviewed the Digital Learning Resources and Field Trips Policy. No revisions were suggested at this time, however members suggested a need to divide this policy into two separate documents to provide greater clarity.

Under new business, the Committee discussed adding library reports to the work plan. It was proposed that a report highlighting the library's support for the academic programs be presented at the May Senate meeting.

No motions were presented or approved during this meeting.

Respectfully submitted,



G. Raymer  
Dean, Faculty of Education and Professional Studies (Interim)

MOTION 1: That Senate receive the Report of the Teaching and Learning Committee dated December 16, 2024.

NIPISSING UNIVERSITY

REPORT OF THE TEACHING AND LEARNING COMMITTEE

January 20, 2025

Attendance: Graydon Raymer, Trevor Smith, Katrina Srigley, Rob Breton, Rick Vanderlee, Louela Manankil-Rankin, and Steven Cairns.

Regrets were received from Nancy Black, Brendan Brown and Daniel Cassanto. Emma Bonneau was absent without regrets.

Kari Rasmussen attended as a guest.

Under business arising from the minutes, Dr. Trevor Smith provided an update on the RSD Competencies Group, noting that a meeting has been scheduled and the group plans to report back further at the next Committee meeting.

In the Dean's update, it was reported that communication regarding the inclusion of instructional costs in course syllabi has been circulated to instructors. Faculty members have been reminded of their responsibility to clearly state all instructional costs to students. The Dean's office continues to support instructors in identifying and communicating program-related costs.

Under new business, the Committee discussed establishing an annual report on academic standing and progression as part of its work plan. Concerns were raised about the purpose of this report and the types of data to be included. The committee discussed whether the report should focus on academic standing, student retention, student experience, or other metrics. Additional concerns raised involved whether the data should be reported at the departmental or institutional level. The Committee agreed that further discussions will need to continue at subsequent meetings on these matters.

No motions were presented or approved during this meeting.

Respectfully submitted,



G. Raymer  
Dean, Faculty of Education and Professional Studies (Interim)

MOTION 1: That Senate receive the Report of the Teaching and Learning Committee dated January 20, 2025.

NIPISSING UNIVERSITY

REPORT OF THE TEACHING AND LEARNING COMMITTEE

March 25, 2025

Attendance: Graydon Raymer, Nancy Black, Trevor Smith, Katrina Srigley, Rob Breton, Rick Vanderlee, Steven Cairns, Louela Manankil-Rankin, Daniel Cassanto.

Regrets were received from Kari Rasmussen. Brendan Brown and Emma Bonneau were absent without regrets.

Stephanie Young attended as a guest.

The Committee received an update from Trevor Smith on the subcommittee's review of the RSD Competencies. The subcommittee reported on ongoing discussions regarding increasing awareness among students, faculty, and staff about competencies, including potential expansions to address Indigenous student competencies. The feasibility of automatically enrolling first-year students in relevant activities versus voluntary registration was debated, with consideration of potential impacts on event and activity management.

Under new business, the committee further discussed a potential Academic Standing and Progression Report, emphasizing the importance of clearly defining the purpose of data collection before determining the type and scope of data required. Easily collected data points include retention rates, graduation rates, average degree completion time, and statistics regarding academic probation and removal from programs. There was additional discussion on enhancing the committee's clarity regarding its goals, particularly concerning student learning outcomes and effective integration of AI into classroom teaching. The committee suggested regularly referring to the Workplan chart to maintain alignment with its objectives. It was noted that insights from other institutions might be beneficial and could be presented at future meetings.

No motions were presented or approved during this meeting.

Respectfully submitted,



G. Raymer  
Dean, Faculty of Education and Professional Studies (Interim)

MOTION 1: That Senate receive the Report of the Teaching and Learning Committee dated March 25, 2025.

## June 2025 Graduate Counts

*In all, 1022 degrees, 135 diplomas, and 38 certificates were issued for this graduation period:*

<b>Degrees Issued:</b>	
Anthropology, BA	3
Biology, BSc	26
Child & Family Studies, BA	45
Classical Studies, BA	1
Computer Science, BA & BSc	5
Economics, BA	2
English Studies, BA	24
Environmental Geography, BA	5
Environmental Biology & Technology, BSc	9
Honours Bachelor of Fine Arts and Fine Arts, BA	7
Gender Equality & Social Justice, BA	6
Geography, BA	11
History, BA	5
Indigenous Studies, BA	2
Mathematics, BA & BSc	3
Philosophy, BA	5
Psychology, BA & BSc	33
Social Welfare & Social Development, BA	7
Sociology, BA	2
<b>Diplomas Issued:</b>	
Post-Baccalaureate Diploma in Health and Social Impact	13
Post-Baccalaureate Diploma in Environment and Sustainability	33

<b>Certificates Issued:</b>	
Certificate in Applied Behaviour Analysis (ABA)-Lifespan	12
Certificate in Early Intensive Behaviour Intervention (EIBI)-Autism Spectrum Disorders (ASD)	1
Certificate in Forest Resource Management and Conservation	4
Certificate in Environmental Management	10
Certificate in Neuroscience	4
Certificate in the Study of State Violence (War, Atrocity, and Genocide)	1
Cert. in the Study of Societies in Transition: Reciprocity, Relationship, & Reconciliation	2

## Faculty of Education and Professional Studies

### School of Business

<b>Degrees Issued:</b>	
Bachelor of Business Administration (Honours & 4-year)	32
Bachelor of Commerce (Honours, 4-year & 3-year)	55
<b>Diplomas Issued:</b>	
Post-Baccalaureate Diploma in Business Administration	11
Post-Baccalaureate Diploma in Human Resource Management	19
Post-Baccalaureate Diploma in Marketing	8
Post-Baccalaureate Diploma in Finance	27
Post-Baccalaureate Diploma in International Business	11
<b>Certificates Issued:</b>	
Certificate in Human Resources Management	3
The iLEAD Business Experience Certificate	1

### School of Criminal Justice

Bachelor of Arts in Criminal Justice (4-year and Honours):	
• Corrections	1
• Criminal Justice Studies	15
• Criminology	4
• Policing	8
Bachelor of Arts in Criminal Justice (4-year)	9

### Schulich School of Education

Bachelor of Education:	
• Primary/Junior Division	221
• Junior/Intermediate Division	64
• Intermediate/Senior Division	168
Indigenous Teacher Education Program	3
Indigenous Classroom Assistant Diploma Program	10

### School of Nursing

Bachelor of Science in Nursing:	
• Collaborative 55	
• Collaborative Bridging 4	
• Blended 110	

### School of Physical and Health Education

Bachelor of Physical and Health Education	37
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### School of Social Work

Honours Bachelor of Social Work	18
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### School of Graduate Studies

Doctor of Philosophy in Education	1
Master of Education	16
Master of Environmental Science	2
Master of Science in Kinesiology	1