

## Round 1

Possible Themes	Core Purpose, Vision, Values,	Supportive, Inclusive, Culturally Response Environment	Academic Excellence	Research-Scholarly Culture	Sustainability, Stability, Growth (Finance, Program, Resources, Facilities, Community)
<b>Integritas</b>	<ul style="list-style-type: none"> <li>• IIII honesty</li> <li>• IIIiII accountability/responsibility/transparency/trust</li> <li>• IIIII integrity of systems and support for all</li> </ul>	<ul style="list-style-type: none"> <li>• make the school a community, not a hierarchy capitalizing on the funds of international students</li> <li>• institution that cares more about <b>who</b> you are and <b>how</b> you are doing, than your agenda and financial situation</li> <li>• equitable educational opportunities for all learners</li> </ul>	<ul style="list-style-type: none"> <li>• updated curriculum relevant for the region and needs we live in</li> <li>• meeting the needs of the north.</li> </ul>	<ul style="list-style-type: none"> <li>• support students in solving societal problems</li> <li>• open and embracing of new and innovative ways of doing things</li> <li>• opportunities for generating knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• deeply connected and embedded in the community – economic driver for our community</li> <li>• inheritors of this place – responsibility to leave it a better place for seven generations from now</li> <li>• II contribute to the success of Northern Ontario</li> <li>• university stability through responsible financial management</li> </ul>
<b>Harmony</b>  Truth and Reconciliation	<ul style="list-style-type: none"> <li>• II respect for the land – need for more outdoor and land-based focus</li> <li>• III reconciliation, Indigenous values and rights, seven grandfather teachings</li> <li>• graduate with an education that helps</li> </ul>	<ul style="list-style-type: none"> <li>• innovation and growth</li> <li>• more land-based cultural programs</li> <li>• Indigenous programs need more cultural programs to deal with family issues within the university itself</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous and Northern Interdisciplinary programs</li> <li>• the community wants to be supported in every aspect of their learning</li> </ul>		<ul style="list-style-type: none"> <li>• focus on Indigenous rights is a must in our region</li> <li>• Nipissing First Nation needs us to be partner</li> <li>• collaborate with urban and rural First Nations.</li> <li>• First Nations communities as</li> </ul>

	foster a sense of reconciliation, healing and reciprocity				campus not the university as campus • Strengthen partnership with Indigenous communities
Care	<ul style="list-style-type: none"> <li>• IIIIIII student focused/centered, consider impact of decisions on students - “one student at a time”</li> <li>• empathy, respect, and honesty, compassion</li> <li>• interdisciplinary ethics of care</li> <li>• IIII safety, caring</li> </ul>	<ul style="list-style-type: none"> <li>• IIIIIIIIIIIIIIIIIII community, home, family "Your new friends are waiting for you" - "where you belong"</li> <li>• IIII small school benefits, small, but passionate, friendly feel “where everybody knows your name”</li> <li>• personal care model for all – similar to OII</li> <li>• greater consideration of the needs of students with families</li> <li>• greater funding and support for students who come from poverty</li> <li>• do unto others. Be a good employer that treats staff fairly and pay/ benefits mirror that.</li> <li>• recognize part time and contract faculty as integral (e.g., my years of service)</li> </ul>	<ul style="list-style-type: none"> <li>• you can talk to your profs</li> <li>• strengthen student-faculty relationships so that students take pride and ownership of their academic journey</li> <li>• focus on skills like writing, problem solving, making arguments, critical thinking, empathy, understanding</li> <li>• IIII Listen to student feedback, small class sizes, guest speakers, faculty-student rapport</li> <li>• focus on development of students as individuals and members of community</li> <li>• III educating in silos is faculty centered not student centered – need to be more collaborative and interdisciplinary</li> </ul>	<ul style="list-style-type: none"> <li>• ask what communities want and need, ask what we can learn from the communities and how we can generate and share knowledge that is relevant to their experiences and aspirations. Serving communities equitably should be the goals</li> </ul>	<ul style="list-style-type: none"> <li>• IIIII community hub that welcomes, facilitates, and nurtures partnerships and linkages with local businesses and stakeholders - not a fortress on the hill.</li> <li>• not openly known for projects that are community-based</li> <li>• IIII Nipissing needs to be a stronger leader in this community</li> <li>• better promotion and marketing to community (e.g., cultural events, lectures, athletics, community open houses)</li> <li>• IIIIIIIII continue meaningful contributions and partnerships with both North Bay and Northern Ontario (e.g., outreach or recovery programs onsite)</li> </ul>

		<ul style="list-style-type: none"> <li>• inclusive hiring practices - attention to faculty and staff makes Nipissing like a home</li> </ul>	<ul style="list-style-type: none"> <li>• continue to learn what is best for students and provide best services in teaching, assisting, living, and communicating</li> <li>• support first gen. students</li> </ul>		<ul style="list-style-type: none"> <li>• IIIIII Support communities: create a feeling of belonging and ownership</li> <li>• family services, camps, daycares, tutoring</li> </ul>
Diversity	<ul style="list-style-type: none"> <li>• III diversity, inclusivity, and sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• IIIIII need greater equity, diversity, inclusion, openness, differentiation, accessibility</li> <li>• need mandatory anti racism training/policy to report racism/micro aggressions</li> <li>• need gender inclusion in all departments</li> <li>• need more cultural activities and resources that reflect diversity</li> <li>• IIIIII need more inclusive, safe, welcoming spaces</li> </ul>	<ul style="list-style-type: none"> <li>• leaders, chairs, directors, associate dean, deans, etc. who are versed in these areas (e.g., males/men, indigenous, 2SLGBTQ+, people who have disabilities, BIPOC), and able to lead and instill such values in learners</li> </ul>		<ul style="list-style-type: none"> <li>• attract and retain diverse and world-class talent to the region</li> <li>• be a leader in EDI</li> </ul>

		<ul style="list-style-type: none"> <li>• recognize different needs and wants - stop trying to be all things to all people</li> </ul>			
<b>Growth</b>	<ul style="list-style-type: none"> <li>• II curiosity</li> <li>• eager</li> <li>• empowered</li> <li>• inspired</li> <li>• II changing, growing</li> <li>• barrier-breaking, open-minded</li> </ul>	<ul style="list-style-type: none"> <li>• listen and learn</li> <li>• wraparound services</li> <li>• bring NU philosophy and core values into distance programs</li> <li>• invest time into listening and learning from others</li> </ul>	<ul style="list-style-type: none"> <li>• offer credentials students have left town to take</li> <li>• more innovation in programs and delivery</li> <li>• more experiential learning and outreach to under-represented groups</li> </ul>	<ul style="list-style-type: none"> <li>• more research opportunities at campus</li> </ul>	<ul style="list-style-type: none"> <li>• III hidden gem, humble, underestimated, struggles to identify its strengths</li> <li>• IIII a university that is still coming into itself... identity crisis... unsure of our place</li> <li>• limited resources</li> </ul>
<b>Perpetuity/Sustainability</b> for the institution, for communities, but also for graduates	<ul style="list-style-type: none"> <li>• financially stability: sensible, practical</li> <li>• ambitious</li> <li>• III future-oriented</li> <li>• IIII resilient: Facing challenges with what we have available to us</li> </ul>	<ul style="list-style-type: none"> <li>• leaders on university education, education of the future</li> <li>• prepare students to meet the challenges of the future</li> <li>• a place for new beginnings, for personal growth and learning</li> <li>• proud lakers who know what they bring to the table - know what they can contribute to society and the workforce</li> <li>• community for belonging for students, staff, faculty, us</li> </ul>	<ul style="list-style-type: none"> <li>• continue to be a place for students who may not have been accepted into other universities</li> <li>• help students learn so they can help themselves and their community</li> <li>• students not well-prepared for post-grad</li> <li>• job/career fairs onsite</li> <li>• communication about future challenges as a new grad in work environments.</li> <li>• Ask: What extra supports learners need to be job ready and</li> </ul>	<ul style="list-style-type: none"> <li>• graduate level research opportunities for undergraduate students</li> </ul>	<ul style="list-style-type: none"> <li>• we are creators of future leaders that understand the variation that is the North. Then we send these leaders back to Northern and rural communities equipped.</li> <li>• alumni feel no sense of connection with the past, of where we have come from, and no celebration of some of those great people who really made this university happen</li> <li>• III leadership in climate action, human</li> </ul>

		within North Bay, the north, and university sector	make them even more attractive to employers? (e.g., job preparation, communication skills, email etiquette, targeted interview techniques)		rights, and achievement, sustainability
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## Round 2

<b>Core Purpose, Vision, Values</b>	<b>Supportive, Inclusive, Culturally Response Environment</b>	<b>Academic Excellence</b>	<b>Research-Scholarly Culture</b>	<b>Sustainability, Stability, Growth (Finance, Program, Resources, Facilities, Community)</b>
<ul style="list-style-type: none"> <li>• Personal and Authentic Relationships based on Trust.</li> <li>• Community</li> <li>• Academic and Scholarly Rigor</li> <li>• Cultural, Ethical, and Intellectual Enrichment</li> <li>• Openness, Transparency</li> <li>• Small Size</li> <li>• PRIDE – Passion, Respect, Integrity, Dedication, and Excellence</li> <li>• Integrity = honesty, sincerity, inclusivity</li> <li>• Student experience first (One student at a time)</li> </ul>	<ul style="list-style-type: none"> <li>• Negative comments arose when it was felt that the university was not inclusive or supportive.</li> <li>• Negative comments arose when it was believed that the University was not doing enough for Indigenous people/issues.</li> <li>• Student support and programs are the basis of what we do.</li> <li>• Lakers Athletics bridges sport to community, and can promote important issues (e.g., Shoot for Change)</li> </ul>	<ul style="list-style-type: none"> <li>• Need more opportunities that lead to careers.</li> <li>• Clear areas of strength, such as PHE, Nursing, Education, Business</li> <li>• Small class sizes = better engagement/learning</li> <li>• Cuts to laboratory funding have left students with less lab experiences.</li> <li>• Few elective course offerings in some programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Growth of graduate-level research/training has not been well supported.</li> <li>• Support collaboration and research on Northern topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Impact on local community is positive, long lasting, and cannot be understated.</li> <li>• There is more we could be doing to meet the needs of the local community, beginning with more ways to engage our citizens.</li> <li>• Strength is in our people</li> <li>• Our location/geography is an asset that is undersold/underutilized.</li> <li>• There is opportunity in online/hybrid course/program delivery which needs to be explored for the benefit</li> </ul>

<ul style="list-style-type: none"> <li>• Widokodadiwin: Working Together and Helping One Another</li> <li>• Seven Grandfathers' teachings of Love, Respect, Bravery, Truth, Honesty, Humility, and Wisdom.</li> <li>• Northern Ontario</li> <li>• Inclusivity</li> </ul>	<ul style="list-style-type: none"> <li>• Challenges persist to provide a good experience for international students</li> <li>• Need more engagement from faculty, (e.g., always the same faculty at the table/engaged). Identify why others are not engaged.</li> </ul>			<p>of students and the benefit of the university.</p> <ul style="list-style-type: none"> <li>• What will be the metrics to evaluate our progress in reaching our strategic goals?</li> <li>• Need to explore more non-government revenue sources.</li> </ul>
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