

A large, stylized leaf graphic in shades of teal, yellow, and orange, set against a dark blue background. The leaf is oriented diagonally, with its base at the bottom left and its tip pointing towards the top right. The leaf's veins are represented by thick, flowing lines of the same colors.

Pathways: Our Commitments to Water, Land, and People

For the Next Seven Generations
at Nipissing University



September 19, 2023

A seed. A spirit. A spark.

Paths form. A journey begins.

A sweetgrass braid,
made up of many strands,
is woven in concert.

Braiding together into a circle,
it is a process.
In motion, not yet finished.

Tendrils extend outwards,
in the four directions of the medicine wheel.

Seven Grandfather teachings. Seven hearthstones.
A firm foundation.
Cradled by the sweetgrass, and surrounding...

...the fire. Spirit. The heart at the very centre.

**We braid together.
Water flows. Roots grow.
The journey continues.**



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A seed. A spirit. A spark.

Paths form. A journey begins.



Land Acknowledgement

We acknowledge that we are in the territory of the Robinson-Huron Treaty of 1850 and that the land on which we gather is the Nipissing First Nation Traditional Territory and the traditional territory of the Anishinabek. We respect and are grateful to be on these lands with all our relations.

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

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



Message from the President

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

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



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

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

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

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

Kevin B. Wamsley
President and Vice-Chancellor

Message from the Nipissing University Indigenous Council on Education

*Aanii/Boozhoo/Wachay/Sekon/Greetings!
Bnesi ndizhnikaaz, Wazhashk Doodem
Anishinaabe, Wakenyáhten Kanien'keha:ka
Haudenosaunee, Alderville ndoonjibaa, North Bay
endayaan, Anishinaabeg ndaw.*

Canada exists because of treaty promises made by Europeans to the Indigenous peoples who had exclusively occupied these lands for thousands of years. Despite being constitutionally recognized and affirmed, every single one of some 70 Indian treaties has been violated by the newcomers who made sacred promises in exchange for being allowed to share the resource-rich lands.

After 156 years experiencing Canadian colonialism, Indigenous peoples have good reason to be skeptical of any promises made to them. But we have always wanted Canada to work, if for no other reason than our DNA is in its soil. So when an Ontario university says it wants its campus to be a best practice for Indigenous education, we want to help them achieve that goal. When they promise that Indigenous ways of knowing will be respected by its professors, and that Indigenous communities can be assured that their students will always feel welcome in its classrooms and corridors, we want to help them achieve that goal.

When they pledge that hiring of Indigenous faculty is a priority, we want to help them achieve that goal. And when they assure us that everyone on their campus must commit to learning more about the historic and contemporary challenges and contributions involving Indigenous peoples in Canada, we will help them achieve that goal. As Truth and Reconciliation continue to gain traction in Canada, the Indigenous communities represented by Nipissing University's Indigenous Council on Education have been invited into the University's strategic planning process. They have said they want to have a relationship with Nipissing University that exemplifies the type of respectful relationship their ancestors envisioned having with the Crown in Canada when they agreed to enter into treaties. They are looking forward to seeing a tangible symbol of that relationship in the form of a Wampum Belt.

Communities want the promises in the University's strategic plan to be implemented in operational plans in the same way that Canada needs to implement into legislation its constitutional pledges. The Anishinaabemowin verb "bagosendan" can be translated into English as "to hope", but it specifically means "to wish for something difficult to get." Promises usually raise expectations. We hope they will be kept. Maurice Switzer
Chair, Nipissing University Indigenous Council on Education

Seven Grandfather teachings. Seven hearthstones.

A firm foundation.

Cradled by the sweetgrass, and surrounding...



Introduction

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

The Nipissing University Act (1992) outlines our special mission “to be a teaching-oriented institution that offers programs in education and in liberal arts and science, and programs that specifically address the needs of northern Ontario.” Over the years, Nipissing University has evolved to fulfill this special mission, growing in size, programs, and services, in response to needs identified in our region and beyond. From its inception, Nipissing

has strived to maintain a resilient and innovative mindset, small size, strong sense of community, and an outstanding complement of students, staff, faculty, and community partners. These strengths position the University to develop and expand its academic offerings, research agenda, its inclusive and comprehensive campus culture, and its relationships with regional, national, and global partners.

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

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

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



...the fire. Spirit.
The heart at the very centre.



We braid together.
Water flows. Roots grow.
The journey continues.

The Journey

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

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

Where have we come from?
Where are we going?
Why are we here?
Who are we?

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

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

We commit to:

- Fulfilling our Responsibility to Truth and Reconciliation
- Nurturing our Relationship with Water, Land, and Place
- Embodying Harmony and Care
- Inspiring Innovative Growth and Development
- Building Sustainable Futures
- Celebrating Who We Are

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



Commitments

A. Fulfilling our Responsibility to Truth and Reconciliation

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

Understanding and embodying our responsibilities to Truth and Reconciliation requires the University community to honour our collective and individual obligations and to learn about historical and

contemporary Indigenous Peoples' roles and contributions. There can be no reconciliation without truth, so we commit to listening and acknowledging our shortcomings.

We will build and sustain reciprocal relationships and value Indigenous knowledges and ways of knowing in our teaching, research, and University processes. Employing strengths-based approaches will enable us to create a learning and working environment that is responsive to the needs of Indigenous students, staff, and faculty.

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



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

Pathways

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

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

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

Pathways

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

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

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

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

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

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

Pathways

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

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



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

Pathways

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

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

Pathways

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



C. Embodying Harmony and Care

Nipissing University will offer rich and rewarding experiences for students, staff, faculty, and regional communities. We recognize that the good of the individual, the good of society, and the good of the environment are mutually reinforcing aspirations. We aim for consistency and congruity in who we are and what we do. We reaffirm our longstanding commitment to relationality, reciprocity, access, and equity in postsecondary education and to the regional communities we serve, and aligned with the Scarborough Charter. Recognizing that there is work to be carried out in relation to decolonization, equity, diversity, accessibility, and inclusion, we strive to embody a culture of openness, acceptance, trust, and belonging, while recognizing, supporting, and celebrating students, faculty, and staff from Black, Asian, other racialized, disabled, LGBTQ2SIA+ and lower income groups.

“Together, we are better.”



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

Pathways

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

“Know who we are and what we need holistically.”

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

Pathways

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

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

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

Pathways

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



D. Inspiring Innovative Growth & Development

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

“Controlled and “smart” growth is important.”



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

Pathways

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

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

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

Pathways

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

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



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

Pathways

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



E. Building Sustainable Futures

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

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



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

Pathways

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

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

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

Pathways

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

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

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

Pathways

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

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



F. Celebrating Who We Are

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

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

will enable us to more clearly articulate our identity and our purpose.

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

"We need to be willing to break the mold and ask 'why not?'"



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

Pathways

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

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

Pathways

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

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

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

Pathways

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

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

Pathways

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



What's Next?

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

One of the initial tasks to be undertaken involves developing mechanisms and protocols for reviewing the plan's implementation and progression on a periodic

basis. These measures of accountability will ensure that we remain on course to realize our commitments.

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

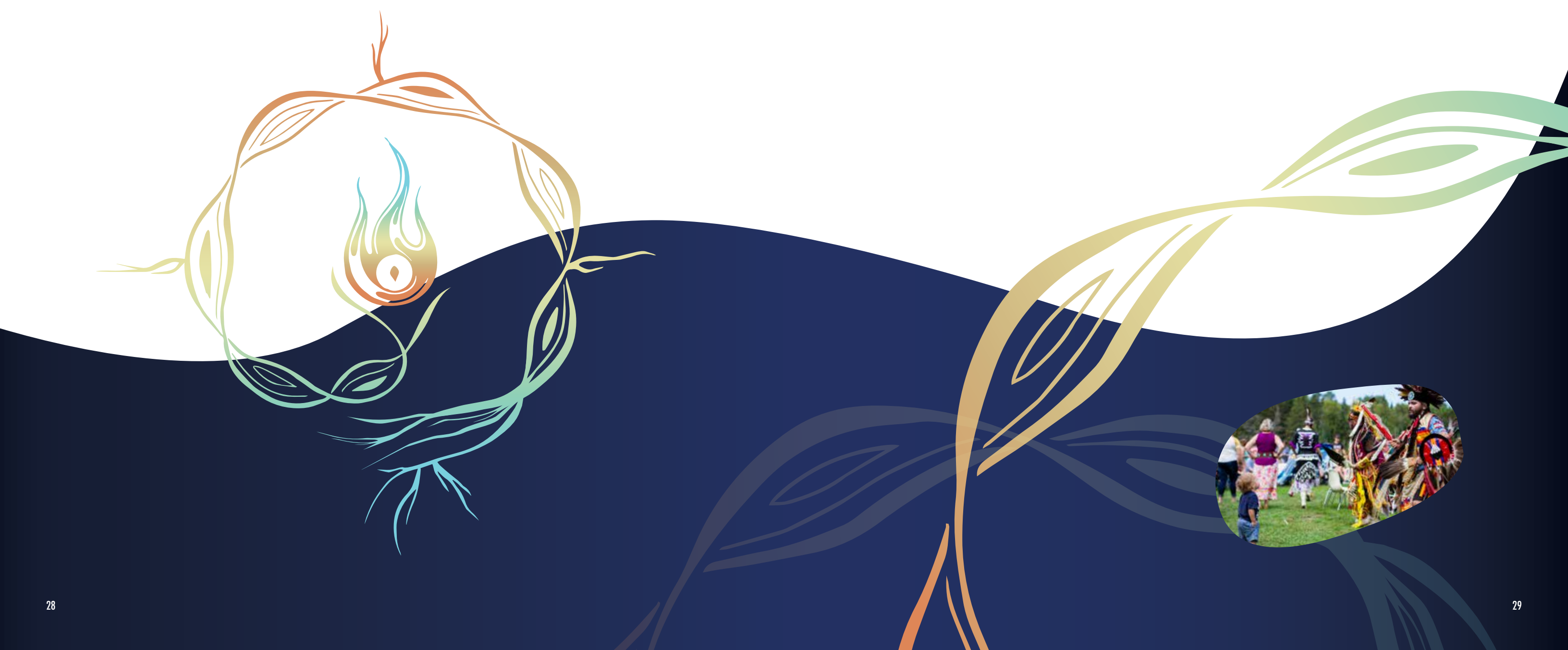
Conclusion

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

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

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

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



Acknowledgements

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

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

Strategic Planning Steering Committee

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

- | | |
|--------------------|-----------------|
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- Maurice Switzer, Chair, Nipissing University Indigenous Council on Education, Mississaugas of Alderville First Nation
- Kevin B. Wamsley (Chair)

About the Artists

This visual was developed jointly by **Tessa Pizzale**, a second year Indigenous fine arts student at Nipissing University, and **Carol Szabicot**, a graphic designer working in Marketing and External Relations at Nipissing University.



After listening and gathering thoughts from Indigenous Elders, community members, Nipissing University faculty, staff, students and the Strategic Planning Steering Committee, Tessa and Carol led a live visualization session where they sketched out the basics of an image to represent Nipissing University's new journey. They then spent many hours refining it. This image is the result of their collaboration.



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