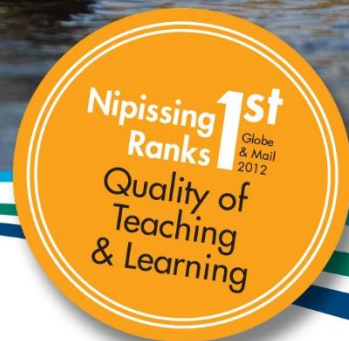


NIPISSING

U N I V E R S I T Y

Proposed Strategic Mandate Agreement

Submitted to: The Honourable Brad Duguid, Minister of Training, Colleges and Universities
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Dr. Mike DeGagné, President and Vice-Chancellor, 705.474.3450 ext. 4286, miked@nipissingu.ca

Dr. Harley d'Entremont, Vice President, Academic and Research, 705.474.3450 ext. 4254, harleyd@nipissingu.ca

INTRODUCTION

Nipissing University's proposed Strategic Mandate Agreement (SMA) is consistent with both its Act of Incorporation as well as the Ontario Government's policy regarding the post-secondary sector. The SMA reflects the words found in the Nipissing University Act, which states that "*the University's special mission is 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*". The University has evolved over the years to embrace a stronger research culture but remains committed to its founding principles.

Nipissing University has a select number of graduate programs in areas of strength and excellence in research. As a result, Nipissing University has been flexible, creative and innovative, delivering education to many geographically dispersed learners, including those from Aboriginal communities. Nipissing University is committed to student mobility and offers flexible and comprehensive credit recognition for university students wishing to transfer from other universities. In addition, Nipissing has negotiated numerous transfer agreements with colleges in fields including nursing, business, environmental technology, criminal justice, child and family studies, fine arts, and information technology. Nipissing University consistently receives high rankings among Canadian universities for student satisfaction and provides experiential learning opportunities.

The Schulich School of Education is a leader in teacher education. Nipissing University's commitment to Aboriginal and First Nations communities is evidenced by specialized summer programs in Aboriginal Education offered by the Schulich School of Education for nearly thirty years and has led to the approval of the creation of a Chair in Indigenous Education.

The second element of Nipissing's mission reflects responsiveness to the specific needs of northern Ontario. In 2007, the OECD published a report entitled *Higher Education and Regions: Globally Competitive, Locally Engaged* that examines the role many modern universities are playing in regional development. Nipissing University is clearly among the group of universities that has embraced the concept of community engagement. This area of commitment enhances the more traditional role of teaching and scholarship, and adds a third important component, often referred to as the "third mission" of universities. This concept of community and regional engagement and development as a role for universities informed the creation and development of Ontario's northern universities.

Nipissing achieves its objectives by partnering and collaborating with many educational and non-educational organizations. In addition to establishing partnerships with the cities in which it has campuses (North Bay, Bracebridge and Brantford), Nipissing works with First Nations communities, health care providers, community colleges, universities and industry associations throughout the province.

PROPOSED MANDATE STATEMENT

Nipissing University is dedicated to engaging students by delivering education with an overall focus on excellent teaching and student-centered learning. The Nipissing classroom experience is complemented by experiential and inquiry-based learning, research and scholarly opportunities. In addition to its education mandate, as one of the largest employers in the region, Nipissing University also serves a primarily northern, regional and economic development purpose highlighted by its curricular focus on the environment, health, administration, STEM, and the arts and culture of the north.

NIPISSING UNIVERSITY

MISSION: Nipissing University is an innovator in post-secondary education, preparing thoughtful, reflective, creative, critical thinkers who will be leaders in building and enhancing a sustainable civil society. Nipissing gives special attention to learners in the North, including First Generation and Aboriginal learners.

VISION: Nipissing will continue to be a small university of choice, nationally recognized for its strength in education and uniquely distinguished by the quality and value of each student's undergraduate and graduate experience across many disciplines. Through scholarship, innovation and active partnerships, the university will focus on the creation of new knowledge that contributes to insight and success in meeting regional and global needs. Nipissing University will prepare graduates and leaders who will make a difference, civically, socially and economically.

VALUES: Nipissing provides a personalized, student-focused, engaging educational experience that prepares each individual to make a meaningful contribution to society. Nipissing is committed to excellence in teaching, learning and research, through scholarship and creativity that develop powers of inquiry, critical thinking, collaboration and communication.

The Nipissing University Act informs its mission, vision and values, which, in turn, provides the foundation for the proposed mandate. Nipissing's reputation is built on a commitment to excellence in teaching with a specific focus on the undergraduate learning experience, and to ensuring access to education for all students including Northern, First Generation, mature and Aboriginal learners, as well as those following non-traditional pathways. Nipissing provides a positive and supportive learning environment. Moreover, Nipissing is committed to its role as a driver of economic, social and cultural development in northeastern Ontario as well as in First Nations communities.

PAST AND PRESENT

The roots of Nipissing University extend back to the 1900s to the North Bay Normal School. Nipissing University received its charter as an independent University in 1992.

Today, Nipissing is proud of its reputation of excellence in education, the arts, sciences, social sciences, and professional programs. Students are immersed in an academic environment based on innovative approaches to learning and enlivened by an enriched student life.

Nipissing is fostering a growing research culture. Research at Nipissing includes a wide cross section of regional and disciplinary areas of inquiry. Regional work on the water quality of northern lakes and a partnership-based project with the local agricultural industry to maximize crop yields are just two examples of our commitment to scholarship serving our region. Other research of relevance to the region includes an archaeology project with Nipissing First Nation, as well as the recording of the history of the Anishnaabe people. Disciplinary research occurs in all Faculties. The importance of original research and discovery finds its way into the experience of undergraduate students who receive many opportunities to act as co-researchers with their teachers and classmates.

THE FUTURE

With an unflinching commitment to the best in post-secondary education, Nipissing is well positioned to move forward and embrace the demands and expectations of an educational world without borders.

Nipissing's size enables it to affect educational change and facilitate integration of emerging technologies with student learning more quickly and efficiently than might otherwise occur in larger institutions. The concept of access to all areas of institutional support is a reality at Nipissing and is a core value brought to all learning contexts, regardless of where the learner lives or the tools used to facilitate the learning. In other words, at Nipissing, learning occurs with the support of a knowledgeable and accessible community of educators, fellow students, and dedicated staff. Learning at Nipissing is understood as a social, intellectual and emotional experience that leads to educational experiences rooted in connectedness and inclusion regardless of physical distance, background, time zones, busy lives and sophisticated technologies.

SIX THEMES THAT CHARACTERIZE NIPISSING UNIVERSITY

(1) PRIMARILY UNDERGRADUATE WITHIN A STRONG RESEARCH CULTURE

Currently, 94% of Nipissing's students are enrolled in undergraduate programs. As a result of the growth of existing and planned graduate programs, that percentage is expected to shift to approximately 90% over the next five years. However, the "primarily undergraduate" nature of the institution will remain one of its defining characteristics.

Complementing its undergraduate programs, Nipissing University has a strong research culture, demonstrated by the fact that its faculty have an impressive publication record and obtain peer-reviewed research grants as well as government and industry funding. Moreover, the University has been allocated four Canada Research Chairs and faculty have won research awards/distinctions at the national and international levels. Faculty's research success justifies the development of a select number of graduate programs in areas of research strength and relevance to its mission. These include a doctoral program in Education and masters' programs in Education, History, Environmental Science/Studies, and Math, with proposed degrees in Sociology (in collaboration with Laurentian University) and Kinesiology. Over the next five years, Nipissing anticipates the creation of three to five new masters' level graduate programs but no new doctoral programs. Program growth will be focused primarily on undergraduate programs that respond to the needs of the region and of students.

(2) STUDENT-CENTERED

Nipissing University will continue to increase access to post-secondary education and support for students from small, non-urban communities across Ontario with a special focus on the North, including First Generation and Aboriginal learners. Nipissing University, with campuses in North Bay, Bracebridge (Muskoka) and Brantford, offers both professional and liberal arts and science programs at the undergraduate level, covering a range of disciplines. Programs are designed for flexible delivery with use of in-person, online, blended, summer residency and institutes to accommodate the needs of all students, including those in the workforce.

Nipissing has a large percentage of female (72%), First Generation (10%) and Aboriginal (7%) students, as well as students following non-traditional pathways (college transfers, professionals, mature students) who want flexibility and just-in-time learning options (over 8,800 online, correspondence and blended registrations annually). Nipissing University's philosophy of one student at a time reflects the friendly, safe, personalized student experience, with meaningful access to student service supports, and faculty who actively engage students in their research - one element that differentiates the Nipissing undergraduate experience from others.

Student surveys, such as the NSSE and CUSC surveys of students, demonstrate that students value their experience at Nipissing University. For example, in the NSSE survey, first-year Nipissing students rated their educational experience on average 3.37 out of 4.00 compared to the Ontario average of 3.11. On the key CUSC-CCREU question regarding satisfaction with their decision to attend their University, 97.2% of Nipissing student stated they were satisfied or very satisfied with their decision, compared to the Canadian average of 93.2%.

(3) INNOVATIVE IN PROGRAM DESIGN AND DELIVERY

Nipissing University is innovative both from the perspective of program design as well as the use of technology and social media as a learning resource. Nipissing strives to provide students with quality educational choices that includes experiential, flexible, affordable and delivery-efficient program options.

By partnering with other educational institutions and providers as well as professional associations, Nipissing has provided distance learning opportunities to students across the province since 1981. Demand has grown and access to courses and professional programs continues to evolve via the provision of online education.

Nipissing will grow and support student access to education through flexible and innovative programming and applied degrees that capitalize on: multiple college partnerships, cross-sector partnership (e.g. with health care organizations, local adult literacy groups), diploma/degree completion strategies that involve laddering opportunities (modules/certificates/diploma/degree/Masters/PhD), blended learning and online models of delivery and access, credit transfer recognition, Prior Learning Assessment Recognition, acquiring recognized credentials, and relevant student placement opportunities.

To facilitate the transition of Aboriginal learners into post-secondary studies, Nipissing's Office of Aboriginal Initiatives is collaborating with the Faculty of Arts and Science on the Aboriginal Advantage Program. It supports a cohort of Aboriginal learners, providing them with academic, cultural and personal supports to complete 24 credits with the goals of successful transition and retention. Nipissing is working with Kenjegin Teg Educational Institute on Manitoulin Island and Mushkegowuk Council in James Bay in pilot projects for the delivery of courses in First Nations communities, allowing students to remain in their communities while studying.

The University has developed an RPN to BScN Blended Learning Program, an accredited part-time program for RPNs registered through the College of Nurses of Ontario who want to earn a BScN. Theory is delivered online, with clinical experience provided in partnership with over 130 health care institutions across Ontario. The program is innovative and specifically supports mature working students who are upgrading their nursing credentials. Another innovation in the area of nursing education is the Scholar Practitioner Program.

Nipissing is committed to facilitating the pathway for college graduates to obtain degrees and offers many opportunities for these graduates to maximize their time and education at Nipissing, with degree completion pathways in Business, Criminal Justice, Child and Family Studies, Education for Early Childhood Education graduates, Engineering Technology, Environmental Biology, Fine Arts/Visual Arts and the RPN to BScN Bridging program.

Nipissing has had significant success with its innovative Business Diploma-Bachelor of Commerce Degree program, which makes extensive use of a blended delivery approach, offering the flexibility of online learning combined with the advantage of weekly meetings with course facilitators and classmates at the students' local community college location. Offered in a compressed format, in partnership with six Ontario colleges at seven sites (Algonquin, Centennial, Fanshawe, Lambton, Sheridan and St. Clair), students graduate with both a diploma and a degree. This program is being expanded to other colleges.

Beginning fifteen years ago with the iTeach program in the Schulich School of Education and now extended to the Faculty of Applied and Professional Studies (iLead) and the Faculty of Arts and Sciences (Digital Humanities), Nipissing as an institution is committed to the application of the latest technology, software applications and tools (from PCs to Macs, iPads, applets, SMART Boards, Wii-Motes, and more) to promote student achievement. Nipissing's graduates are technology-literate and well prepared with skills that make them sought after employees.

Summer Aboriginal Education Programs (Aboriginal Teacher Certification Program, Teaching Anishnaabemwin as a Second Language, Native Classroom Assistant Diploma Program and Native Special Education Assistant Diploma Program) are designed as low-residency programs for flexible delivery and improved accessibility.

Nipissing's Faculty of Arts and Science has developed interdisciplinary dialogue courses involving instructors from different domains of scholarship addressing one theme, and will add a unique and innovative option to the undergraduate programming. The courses are structured to break down silos in an effort to engage students in critical thinking and active citizenship. Beginning in 2015, Nipissing will be offering unique interdisciplinary inquiry-based programs in Liberal Arts and Liberal Science.

(4) ENGAGED IN COMMUNITY AND REGIONAL DEVELOPMENT

As stated in the Nipissing University Act, Nipissing was created to "meet the needs of Northern Ontario". Although Nipissing University is not unique in this regard, this additional regional mission has an impact on the specific objectives of the institution and the decisions it makes in the pursuit of those objectives. Nipissing recognizes that it has a role to play in the development (economic, social and cultural) of northern Ontario.

The choice of new programs to be developed is shaped in part by the needs of the community. One of Nipissing's objectives is the development of programs and initiatives that support First Nations. Over time, Nipissing has built and strengthened relationships with First Nations and Aboriginal communities, a critical approach to regional development in Northern Ontario. The Nipissing University Aboriginal Council on Education (NUACE) is consulted in the development of programs and initiatives that impact Aboriginal peoples and communities, as NUACE members are well-situated to identify regional needs. Among the programs currently in development are programs in the area of Aboriginal Education as well as Aboriginal Governance/Public Administration, Rural Nursing (with a focus on Aboriginal Nursing), Indigenous Archaeology, Environmental Geoscience, Human Rights and State Violence, and Social Work.

In addition, Nipissing is working with industry associations to facilitate the development of the region. In partnership with Agriculture Canada and local farmers, Nipissing researchers have been undertaking important research to help enhance the viability of the farming industry in northern Ontario. At the request of the significant Engineering sector in the North Bay area, and supported by both provincial and national Engineering associations, Nipissing is in the planning stage for a program in Civil Engineering.

(5) EDUCATIONAL LEADERSHIP

Nipissing University's Schulich School of Education provides educational leadership at the local, provincial, national and international level. Locally, Nipissing has close relationships with school boards, literacy groups and the health unit and provides leadership and outreach in basic, professional and health education. Provincially, the Ministry of Education series *Research into Practice* is edited by two faculty members who are recognized for their accomplishments in literacy education. The *Canadian Journal of Action Research*, a peer reviewed journal initiated at Nipissing, continues to be the voice of action researchers from across Canada. Two faculty members recently led a national group of researchers in considering educational transitions from kindergarten through to post-secondary. Two of only three Canadian Apple Distinguished Educators teach in the Schulich School of Education. The Schulich School of Education houses the Nipissing University Centre for the Study of Leadership and Ethics, one of six such centres from around the world, which will sponsor an international conference on leadership and ethics in Muskoka in fall 2014.

As the first Faculty of Education to introduce laptops for teacher candidates, the Schulich School of Education always has been a leader in the application of technology to assist student learning. Several faculty members are conducting a range of research projects to examine the ways in which various mobile technologies can be incorporated into schools to assist children in literacy and numeracy achievement.

In addition, the Schulich School of Education has introduced summer science camps to enable Aboriginal parents to attend university while their children are actively involved in educational activities. Teacher candidates have developed community outreach programming in literacy and numeracy. At the Brantford campus, participation in the School University Research Exchange led to the development of a website in which teachers from across the province can share their classroom research projects and activities that work well for them in classrooms.

Physical and health education researchers in the Schulich School of Education are actively involved in designing physical activity and education programs for people coping with cancer treatment, Aboriginal families with nutritional and health-related issues and the aging population with limited mobility. The proposed master degree in kinesiology will enable faculty to extend their reach into the communities served. The focus of this group, combined with the strength in education provides a unique opportunity for the development of inter-professional health education programming.

Aligned with and building on the leadership strength identified above, the school is developing an online bachelor program in adult education that will have a specific focus on the education of health professionals. Such a program will complement the master in education program, available entirely online, and the existing innovative doctoral program which has a two summer residency followed by courses and research activities conducted at a distance.

(6) PARTNERSHIPS

Nipissing University is a leader in the development of partnerships. It is partnering with Canadore College for the delivery of a collaborative program in Nursing, as well as sharing a campus, human resources and space. It is also a partner with a number of colleges throughout the province for the delivery of a degree-completion pathway enabling college graduates to complete a Bachelor of Commerce in three consecutive semesters. The School of Nursing has over 130 partners throughout the province for a RPN to BScN degree program as well as an experiential second-degree entry Nursing program in partnership with five leading Academic Health Care Centers in Toronto. At the university level, Nipissing delivers a BA/BEEd program in Brantford in collaboration with Wilfrid Laurier University. A joint MA in Sociology with Laurentian University is in the planning stages.

PUBLIC POLICY TOOLS AND CHANGES REQUIRED TO ASSIST IN ACHIEVING OBJECTIVES WITHIN THE PROPOSED STRATEGIC MANDATE

NORTHERN GRANT EQUITY RECOMMENDATIONS

Nipissing advocates for a more equitable distribution of the Northern Grant. At present, Nipissing receives significantly less funding per student than other northern universities (\$484 dollars per FTE less than Lakehead, \$428 less than Laurentian and \$181 dollars less than Algoma). A more equitable allocation would allow Nipissing to enhance its services in support of student retention, graduate success rates, student engagement activities, and improved access for students. In addition, this would enhance the activities supporting the University's contribution to regional development. Additional basic funding and/or continued student growth is needed to deliver on our articulated mission of "supporting and creating opportunities for learners in the North, including First Generation and Aboriginal learners". Equitable funding will allow Nipissing to target further support for populations that the provincial mandate encourages us to serve equally in attaining its 70% PSE attainment rate: Nipissing's high proportion of female students (72%); remedial assistance for core fundamentals; and, retention strategies for the steadily growing at-risk populations (Nipissing's proportion of students with disabilities to overall enrolment (FTE) is 10.5% while the provincial average is 5.2%). A move toward equitable funding per FTE similar to other northern institutions would have a significant impact in addressing these academic and student support needs and the higher fixed cost structures implicit in being a small northern university.

SYSTEM RATIONALIZATION – EFFICIENCY OPPORTUNITY IN EDUCATION

Should the Province choose to rationalize Education programs Nipissing's named Faculty, the Schulich School of Education, would be interested in assuming additional responsibility. Nipissing's long history and depth of experience at both the undergraduate and graduate levels, along with its three campuses in North Bay, Muskoka and Brantford, position it well to be one of a fewer number of institutions to offer Education programs across Ontario. Rationalization of the smaller programs would build strength, critical mass and efficiencies in the remaining providers and would allow for the redistribution of the funded seats to the remaining institutions to build on existing strengths and core competencies, curriculum and research depth. This redistribution and consolidation provides an opportunity to achieve geographic representation, rationalization, institutional differentiation, supports Centres of Excellence and can help meet local and provincial efficiency mandates.

ARTS AND SCIENCE TUITION

Tuition for Arts and Science programs at Nipissing is among the lowest in the system (\$245 less per FTE student). The gap continues to widen under the current framework. In order to provide quality supportive programming and the range of support services needed to enhance the success rates of our students overall, and specifically among First Generation, Aboriginal and geographically remote undergraduate learners, this tuition gap must be eliminated. A new tuition framework should allow Nipissing to raise its Arts and Science tuition to at least the average of the Ontario system (catch up) before any new framework is imposed in order for it to be funded equitably.

TARGETED FUNDING TO IMPROVE STUDENT SUPPORT SERVICES FOR ONLINE AND BLENDED DELIVERY PROGRAMS

Since significant growth is expected in the online delivery of courses, new targeted funding will be required to expand levels of student services and supports (i.e. cyber-counselling and online advising, etc.) for the online, blended learning and geographically remote students that would be comparable to the high quality and service levels provided to on-campus students. New targeted funding is essential to further expand and successfully reach out to Ontarians in more remote communities and to underserved groups including Aboriginals, First Generation learners, new Canadians and Ontarians with disabilities. Rectification of the Northern Grant inequity would assist Nipissing in this area.

PERMANENT FUNDING TO SUPPORT INCREASES IN AND RETENTION OF ABORIGINAL LEARNERS

In order to support growing numbers of Aboriginal learners and Biidaaban Community Service-Learning students, additional permanently-funded resources (human capital), and fewer limited-term or contract personnel, are required. Biidaaban Community Service-Learning meets community needs, and an area of strength in this program has been the support provided to First Nation, Métis and Inuit learners in grades K-12. If a greater Aboriginal student participation rate is expected to be achieved at the post-secondary level, long-term committed funding is required to support these initiatives. Rectification of the Northern Grant inequity would assist Nipissing in hiring permanent staff in this area.

TABLE 1

Baseline projection for the university as a whole. These should include additional capacity which has already been funded through capital projects currently underway. These projections should not include the impact of proposed projects, or assume provincial approval of future projects or associated policy decisions (e.g., program approvals, development of new campuses, etc.).

Eligible Students									
	Actuals			Preliminary	Projected				
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Undergraduate	3580	3550	3365	3070	3260	3050	3300	3325	3390
Master	50	40	71	70	70	70	70	70	70
Doctoral	0	0	10	20	28	30	30	30	30
Total Eligible Full-time Headcount	3630	3590	3446	3160	3358	3150	3400	3425	3490
Ineligible Students									
	Actuals			Preliminary	Projected				
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Undergraduate	20	20	25	25	25	25	25	25	25
Master	10	14	10	11	11	11	11	11	11
Doctoral	0	0	0	0	0	0	0	0	0
Total Ineligible Full-time Headcount	30	34	35	36	36	36	36	36	36
Total Full-time University Headcount (Eligible + Ineligible)	3660	3624	3481	3196	3394	3186	3436	3461	3526

Activity Not Captured Using the Fall FT Headcount (Expressed as FTEs):

Undergraduate

Inter-professional Health Education									
Collaborative Nursing (Canadore College)	270	290	280	320	380	400	445	480	500
RPN Bridging	25	60	110	110	110	110	110	110	110

Business Administration									
BComm College Partnership Program	65	90	120	165	165	165	165	165	165
BComm Distance Program	45	45	50	50	50	50	50	50	50

Education									
ConEd - Brantford	155	190	180	180	190	165	120	120	150
ConEd - North Bay	90	100	100	100	90	85	70	80	80
Aboriginal Education	25	25	25	25	25	25	25	25	25

TABLE 2

Enrolment projection for the university as a whole. In addition to the baseline projections in Table 1, these projections should include the impact of proposed projects and provincial approval of future projects or associated policy decisions (e.g., program approvals, development of new campuses, etc.).

	Eligible Students								
	Actuals			Preliminary	Projected				
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Undergraduate	3580	3550	3365	3070	3260	3145	3533	3655	3812
Master	54	40	71	70	70	92	126	139	139
Doctoral	0	0	10	20	28	30	30	30	30
Total Eligible Full-time Headcount	3634	3590	3446	3160	3358	3267	3689	3824	3981
	Ineligible Students								
	Actuals			Preliminary	Projected				
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Undergraduate	20	20	25	25	25	25	25	25	25
Master	10	14	10	11	11	11	11	11	11
Doctoral	0	0	0	0	0	0	0	0	0
Total Ineligible Full-time Headcount	30	34	35	36	36	36	36	36	36
Total Full-time University Headcount (Eligible + Ineligible)	3664	3624	3481	3196	3394	3303	3725	3860	4017

Assumptions - New Program Approvals Required:
Undergraduate

Inter-professional Health Education							
BSW Social Work			65	127	140	150	
Education							
BEd Adult Education			25	47	67	85	
Administration/Management							
BBA Aboriginal Public Administration				25	50	81	
Science and Technology							
BSc Applied Science Civil Engineering				35	70	105	
Graduate							
MSc Kinesiology				15	29	29	29
MA Sociology				7	12	12	12
MEd Counselling Psychology					15	28	28

TABLE 3

NIPISSING UNIVERSITY: INSTITUTIONAL PROGRAM STRENGTHS AND STRATEGIC AREAS OF FOCUS

Program Area	Total Full-time Headcount (2012-13) Fall Eligible
Inter-professional Health Education	800
Humanities and Liberal Arts	550
Education	475
Social Justice	440
Environmental Studies	360
Administration/Management	340
Science and Technology	100

TABLE 4

NIPISSING UNIVERSITY: FUTURE AREAS FOR STRATEGIC GROWTH

Program Area	Projected Total Full-time Headcount (2016-17) Fall Eligible	Projected Total Full-time Headcount (2016-17) as proportion of Institutional Total Fall Eligible	Planned New or Expanded Programs (Including Credential)	Rationale
Inter-professional Health Education	957	28%	BSW Social Work	127 in 2016-17 with growth to 150 in 2018-19
			MSc Kinesiology	15 in 2016-17 with growth to 29 in 2018-19
			MEd Counselling Psychology	15 in 2016-17 with growth to 28 in 2018-19
Education	522	15%	BEd Adult Education	47 in 2016-17 with growth to 85 in 2018-19
Social Justice	452	13%	MA Sociology	12 in 2016-17
Administration/Management	365	11%	BBA Aboriginal Public Administration	25 in 2016-17 with growth to 81 in 2018-19
Science and Technology	135	4%	BSc Applied Science Civil Engineering	35 in 2016-17 with growth to 105 in 2018-19