



Canadian Campus Recreation Association



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Final Report
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TABLE OF CONTENTS

I. INTRODUCTION	2
II. PROJECT OVERVIEW	3
III. A CANADIAN SOCIAL CONTEXT - WHAT'S UNIQUE AND WHY IT MATTERS!	4
A. COUNTRY & CULTURE	4
B. POST-SECONDARY EDUCATION	5
C. CAMPUS RECREATION - KEY POST SECONDARY PARTNERS (Alignment)	7
i. ATHLETICS	7
ii. ACADEMICS (primarily Kinesiology or Physical Education)	8
iii. STUDENT SERVICES	9
iv. HEALTH & WELLNESS	10
D. CAMPUS RECREATION - EXTERNAL RELATIONSHIPS & PARTNERSHIPS	11
E. CAMPUS RECREATION - PROGRAMS, SERVICES, FACILITIES	11
IV. SO WHAT - NOW WHAT?	13
A. NIRSA BOARD OF DIRECTORS REPORT & LEADERSHIP SUMMIT	13
B. CAMPUS RECREATION AS A VALUE PROPOSITION	14
C. CANADA DAY @ NIRSA ANNUAL CONFERENCE (DC)	15
D. DEVELOPMENT OF EMERGING RELATIONSHIPS	15
E. TRANSITION PLANNING & THE WORK AHEAD	16
V. SUMMARY	18
VI. APPENDIX A - PROJECT TIMELINE & ACTIONS	19
VII. APPENDIX B - Summary of US (NIRSA) & CANADIAN (CCRA) Organizations & Resources	20
VIII. APPENDIX C - TENETS OF A CANADIAN REGION IN NIRSA	22
IX. APPENDIX D - LEADERSHIP SUMMIT AGENDA	24
X. APPENDIX E - LEADERSHIP SUMMIT GUESTS & ATTENDEES	25
XI. APPENDIX F - CANADA DAY @ NIRSA ANNUAL CONFERENCE (DC)	27

Report prepared by Chris Dawe, Chair CCRA & Kathleen Hatch, Advisor and Consultant on behalf of the Canadian Leadership Team (CLT).

I. INTRODUCTION

Canadian Campus Recreation professionals and students have had limited opportunities in recent years to participate in the advancement of their field. The Canadian Intramural and Recreation Association (CIRA) served as a place for professional development and sharing information for both the secondary and post-secondary field during the late 70's, 80's and part of the 90's but has not been in existence nationally since then. Given the void, and the growing need to have a Canadian professional alliance, the Western Canadian Campus Recreation Association (WCCRA) was established as an informal organization in 2009 and then evolved into the CCRA in 2012. Today, the CCRA represents approximately 800 members working primarily in campus recreation at Canadian institutions. Over the past few years, there has been increased discussion among leaders about how to organize to achieve better results.

During this same period of time, and for many years, some students and professionals working in recreation at post-secondary Canadian institutions, have joined NIRSA: Leaders in Collegiate Recreation with headquarters in the United States. NIRSA has significantly changed over 60+ years and although still primarily focused on higher education in the U.S., given the membership base, has welcomed members from other countries. Even though the NIRSA regions reflect a global reach, most in the CCRA have elected not to join. There are many reasons including some who do not have the support of their institution to join a US association. As a result, many professionals have faced the natural challenges without a professional "home" to network, share resources, and develop professionally.

In 2013, for many compelling reasons including a common mission, strong infrastructure, and economies of scale, the CCRA requested an opportunity to create a "Canadian Chapter" within NIRSA. After several years of work, involving countless volunteers within the CCRA and NIRSA, a formal process to establish a Canadian Region of NIRSA is now in progress.

As NIRSA moves towards establishing a potential Canadian Region, there are many opportunities to enhance the educative process for both Canadians and US members – all with an aim to support a shared belief and fundamental commitment to a common vision of *healthy individuals and communities worldwide*. NIRSA has a unique moment to open a new chapter to "re-position" Canada's voice, leadership and expertise while attracting new members, elevating the profession, and building new assets.

This final report, is intended to serve several different purposes and address the diverse interests of audiences within Canada and the Canadian Campus Recreation Association (CCRA), as well as NIRSA leadership and wider membership.

It contains several components from the initial interim report, feedback from multiple constituents and stakeholders, a summary of the most recent project activity, as well as an updated focus on future plans.

II. PROJECT OVERVIEW

Given the significant opportunity presented to the CCRA this year, a unique project was established in April to accomplish several strategic objectives within a relatively short period of time.

The first phase of the Canada in Motion project identified the following areas of focus:

- Prepare the CCRA to become a Region of NIRSA that supports common Canadian and NIRSA objectives
- Continue to build an improved networking system with strong professional development opportunities in Canada
- Foster connectivity with and between stakeholders to elevate awareness and build support for recreation at Canadian institutions
- Establish a Canadian research and benchmarking network

The project has been spearheaded on behalf of the CCRA by Canadian Representative Chris Dawe, Consultant Kathleen Hatch, and NIRSA staff Emily Hughes. The overall project timeline and corresponding actions for phase I are attached in APPENDIX A.

This project was independent from the NIRSA Canadian Region Task Force, appointed by the NIRSA Board of Directors. While both the Task Force and the Canada in Motion Project contribute to the roadmap of a successful and fully functioning Canadian region, and there are some points of overlap, each effort had a different focus and expected deliverables.

Moving forward it will be critical to ignite active leadership and engagement throughout Canada in “Building out the Home” for campus recreation professionals. The framework has been started and now is the time for Canadian leaders to lead Canada.

III. A CANADIAN SOCIAL CONTEXT – WHAT’S UNIQUE AND WHY IT MATTERS!

This high level overview is intended to serve as a guide for understanding the Canadian context including culture and structure of education. It also provides information about key relationships within post-secondary, including reporting structures, as well as some of the wider partnerships in the recreation field in Canada.

Additionally, this information is provided to examine the unique needs for Canadian institutional, professional, and student members of NIRSA.

A. COUNTRY & CULTURE

Most of Canada’s 36 million live within 300 kilometers of the US border. Canada is a nation of newcomers and boasts the highest percentage of foreign-born citizens of any G8 country. In May 2016, Toronto, Canada’s largest city was recognized as the most diverse city in the world with over half of all residents born outside of Canada (including 230 different nationalities and over 140 languages). Geographically, Canada is the second largest country in the world – St. John’s, Newfoundland is closer to London, UK than it is to Vancouver, BC spanning 4 ½ time zones.

Diversity policies in Canada extend beyond race and ethnicity to language, gender, religious affiliations, sexual orientation, abilities, and economic status. In 1971, Canada became the first country in the world to enact an official policy of multiculturalism, which was further embedded and protected in Canadian culture with the Charter of Rights and Freedoms in 1982. Canada is often described as a cultural mosaic – a collection of many regional, indigenous, and ethnic subcultures. “Canada” comes from the St. Lawrence-Iroquoian (First Nations) word, *kanata* which means village or settlement.

Canada is a country with a socially progressive and inclusive agenda including:

- universal healthcare system
- 8th highest average life expectancy at birth in the world
- 4th country in the world to recognize same sex marriage in 2005
- multicultural policies and protection in every province and territory

However, the country is not immune to systemic problems and societal challenges, as evidenced by the recent mandates from the Truth and Reconciliation Commission. Canada continues to evolve in this area, using more inclusive language recently moving away from the use of the word *aboriginal* to *indigenous people* - specifically First Nations, Metis and Inuit.

Many Canadians have a strong allegiance to their province or region given the significant regional differences within the 10 provinces and 3 territories.

Western Canada	(British Columbia, Alberta, Saskatchewan, Manitoba)
Ontario	
Quebec	
Atlantic/Maritimes	(Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland/Labrador)
Northern Territories	(Yukon, Northwest Territories, Nunavut)

English and French are both official languages, with almost 25% of the country reporting French as their first language, and over 15% speaking a language other than English or French in their primary communication.

Sports are an important part of the culture with “hockey” (not called ice hockey) the national winter sport and lacrosse, with indigenous origins, is Canada’s oldest and official summer sport.

Canada Day is celebrated on July 1st, the day Canada became a country in 1867 when the British North American Act was passed by the British Parliament. The year 2017 will mark Canada’s 150th birthday with celebrations throughout the year from coast-to-coast.

B. POST-SECONDARY EDUCATION

Constitutional responsibility for higher education rests with the provinces and territories of Canada. This decentralized approach has fostered a complex and distinct provincial and territorial post-secondary sector including funding models and language differences. The federal government’s responsibility in education is limited to the Royal Military College of Canada and funding the education of indigenous peoples.

Despite the absence of uniform national standards or accreditation, post-secondaries have established ways to connect and promote the advancement of higher education across the country, including:

- Universities Canada
- U15 – Group of Canadian Research Universities
- CICan – Colleges and Institutes Canada
- Polytechnics Canada
- Canadian Federation of Students
- CCL-Canadian Council on Learning

Most universities and colleges in Canada are secular, public institutions.

‘University’ is an institution of higher education and research, which grants academic degrees in a variety of subjects.

‘College’ usually refers to a community college or a technical, applied arts, or applied science school granting certificates, diplomas, associate degrees and some bachelor’s degrees.

The eleven ‘Polytechnics’ are the smallest component in Canada’s post-secondary education sector bridging the gap between research and commercial needs dedicated to helping create industry jobs for tomorrow.

Universities, Colleges and Polytechnics have different mandates, structures, and areas of expertise. Each institution has its own priorities, its own culture, and mores, which influence the approach and ability to deliver student services on their campus. Additionally there are many French language and bilingual institutions within Quebec and New Brunswick and in other provinces as well. Adding even more complexity are the number of international students with nearly 100,000 currently enrolled from coast-to-coast (tripling in the last decade). Not only do these international students account for more than \$10 billion in the Canadian economy, they bring cultural diversity and global perspectives to Canadian campuses and communities. While almost every university offers international

experiences only a very small percentage of students take advantage of these opportunities - and as a result not fully developing the global competencies in high demand.

Canada has one of (if not the) highest rate of post-secondary education completion rates in the world (almost 60% of all adults between age 25-64). Enrolment at post-secondary schools is at an all-time high with approximately 2 million students in 227 post-secondary institutions. A recent report by the Association of Universities & Colleges of Canada predicts another 125,000 students enrolled in the universities by 2020, a 14 percent increase. Although there are many variables that contribute to the continued growth, the demand for a highly skilled and educated labour force has been a principal driver - 80% of Canada's top 25 jobs in 2016 required a university degree. Another factor that will continue to push enrolment higher is the strong link between a parent's education and their children's education, an influence much stronger than family income. There has been nearly a four-fold increase in the proportion of parents with a university degree in the last 20 years - even half of all adults immigrating to Canada already have a degree - so this factor will only multiply.

As in the US, post-secondary education in Canada exists in a constantly changing environment which encompasses globalization, increased population mobility, technology advancements, changing demographics, and the evolving labour market. At least three interconnected issues arise from these trends – post-secondary capacity, quality assurance, and internationalization and mobility.

Universities are beginning to recognize and articulate the skills and readiness of graduates for the “innovative ecosystem” in an economy positioned to look forward and outward. Campus recreation environments are poised to foster and facilitate learning where conflicting perspective, experiences, approaches and truths can flourish, clash, adapt, transform and connect. The Canadian recreation centres, like our US counterparts, are the largest classrooms on campus where we give texture to outcomes of agility, adaptability, and resiliency. These 21st century skills and competencies mentioned by university presidents and sought by employers, are achieved through the out-of classroom experiences embedded in Campus Recreation.

In Canada, the costs associated with university and college have increased significantly in the last decade, but are still considerably less than the U.S.. In general terms, Canada has a higher government subsidy while the U.S. provides much higher levels of private bursaries and scholarships. Most provincial governments, with the exception of Newfoundland/Labrador & Quebec, expect students to turn to loans, grants, bursaries, tax credits and loan forgiveness to work their way toward a post-secondary education.

Average tuition costs in 2015-16 were \$6,191 for undergraduate Canadian full-time students, \$21,932 for international students, and only slightly higher for corresponding graduate students. There are however significant differences in cost between each province as well as the different areas of academic focus and degrees. For example a Canadian undergraduate can spend as little as \$4,500/year for a degree in Education or as much as \$20,000/year in Dentistry. Compulsory student fees also vary a great deal, with a national average of \$838, and are typically associated with athletics, student health services, student associations, etc. Data about student recreation fees are still difficult to discern as most are coupled with athletics with a variety of models of how this is distributed. One of the areas of focus in the CCRA is the work of an Assessment team, helping to facilitate the participation of more Canadian universities and colleges participating in the NIRSA

Institutional Data Set as well as the NASPA Consortium to learn more about the fee structures, among many other data points.

C. CAMPUS RECREATION – KEY POST SECONDARY PARTNERS (Organizational Alignment)

Campus Recreation in Canada can be found in various organizational alignments within post-secondary institutions. An initial environmental scan reveals that at most Canadian universities and colleges, Athletics and Recreation are one unit, typically within Student Services. A smaller percentage of Campus Recreation units (primarily in the west) are within Academics (such as Kinesiology or Physical Education). There are also some Campus Recreation units reporting directly to Student Services. This project does not advocate for one reporting structure over another for campus recreation but rather speaks to the opportunities and outcomes to leverage the voice and impacts, regardless of organizational alignment. Since facilities and overlapping mandates occur at almost every institution, significant relationships with Athletics, Academics and Student Services are critical for success. Additionally, there are highly synergistic practises within the programs and services found under the umbrella of Health & Wellness.

i. ATHLETICS

U Sports (formerly known as the Canadian Interuniversity Sport (CIS)) is the governing body of university sport in Canada. U Sports is comprised of 55 member universities, which are part of four regional associations.

- Atlantic University Sport (AUS) - 11
- Reseau du sport etudiant du Quebec (RSEQ) - 8
- Ontario University Athletics (OUA) - 20
- Canada West Universities Athletic Association (CWUAA) - 17

U Sports officially recognizes 21 sports, 9 of which have teams for both genders, plus football which is only for men and rugby and field-hockey which are only for women. U Sports' current strategic plans calls for engaging in improving Canada's Sport System through strategic relationships within Canadian sport organizations, the promotion of active living and sport in all our communities, and establishing meaningful partnerships with the most important active living organizations in Canada.

The Canadian Collegiate Athletic Association currently has 94 member institutions including colleges, universities, technical institutes and cegeps (Quebec junior college) located in eight provinces and regionally governed by five member conferences

- PACWEST (Pacific Western Athletic Association) in British Columbia – 11
- ACAC (Alberta Colleges Athletic Conference) in Alberta & Sask. – 17
- OCAA (Ontario Colleges Athletic Association) in Ontario – 29
- RSEQ (Reseau du sport etudiant du Quebec) in Quebec – 27
- ACAA (Atlantic Collegiate Athletic Association) in New Brunswick, Nova Scotia and Prince Edward Island – 10

Post-secondary sport in Canada is significantly different than in the US and generally does not define an institution or the key experiences for the student body. In this principal difference lies a strategy

to build on, for those active in sports to feel more a part of the community and for others to be better fans and supporters. In comparison to the US, Canadian universities spend only a fraction on athletic scholarships (roughly \$16 million) which is less than 1% of the total amount of funding given by universities to students. Even without any legislation, or Title IX equivalent, there is solid commitment to gender equity and access. Not long ago, there were no athletic scholarships in Canada, so the system is relatively new and initially developed without a framework of sport as big business.

Initial conversations with both U Sports (then still recognized as CIS) and CCAA at annual meetings were fruitful and both groups are eager to continue the dialogue and look for new synergies. Because of the predominance of Campus Recreation responsibilities with Directors of those combined departments, many feel the need for additional opportunities for discussions, collaborations and professional development being advocated for in this project.

ii. ACADEMICS (primarily Kinesiology or Physical Education)

The Canadian Council of University Physical Education & Kinesiology Administrators (CCUPEKA) is an organization which represents 35 institutions from coast to coast with three keys areas of focus:

- to serve as a forum for discussion among university physical educators in Canada
- as an accrediting body for physical education and kinesiology programs at Canadian universities
- to provide a voice for Canadian academics on issues of importance to the field of study, which is accomplished through lobby initiatives

CCUPEKA recently published a position statement on “The Role of Kinesiologists and the Promotion of Physical Activity and Exercise in the Canadian Health Care System”. The position articulates the role of physical activity and exercise as a preventative and rehabilitative intervention to manage disease and injury and as a cost saving measure to the health care system. As the dialogue shifts to focus on prevention to manage the health of Canadians, recreation professionals can be a legitimate part of the extended health-care team. Each province has scope of practice statements for the Kinesiologist and Exercise Physiologist.

Below are the provincial members of CCUPEKA:

AB	4 (U of Alberta, U of Calgary, U of Lethbridge, Mount Royal)
BC	4 (Simon Fraser U, U British Columbia, U of the Fraser Valley, U Victoria)
MB	2 (U of Manitoba, U of Winnipeg)
NB	2 (U of Moncton, U of New Brunswick)
NF	1 (Memorial University)
NS	3 (Acadia, Dalhousie, St.FX)
ON	15 (Brock, Lakehead, Laurentian, McMaster, Nipissing, Queens, Redeemer UC, U of Ontario Institute of Technology, U of Ottawa, U of Toronto, U of Waterloo, U of Western Ontario, U of Windsor, Wilfred Laurier U)
QB	3 (McGill, Montreal, Trois-Rivieres)
SK	2 (U of Regina, U of Saskatchewan)

Initial discussions with CCUPEKA leaders and a number of Deans with Campus Recreation responsibilities have echoed the need for additional opportunities for discussions, collaborations and professional development being advocated for in this project.

Although Kinesiology is a primary partner within the academy there are many others to consider in collaborative efforts and research moving forward. Some of the other disciplines include: public health, education, health promotion and health care, urban planning, infrastructure development, rural development, natural resources and conservation, art & culture, social development, tourism, justice, heritage, child development and active aging, behavioural psychology, human development, and coaching.

It will also be beneficial to engage colleagues within different academic disciplines, as well as CCUPEKA in the development of a research agenda for Canadian campus recreation.

iii. STUDENT SERVICES

Canadian Association of Colleges and Universities Student Services (CACUSS) is a professional bilingual association representing and serving those individuals who work in Canadian post-secondary institutions in student affairs and services. CACUSS is internally organized through networks and Communities of Practice representing many topical and functional areas. Currently, recreation professionals would most closely align in the Student Health & Wellness community which focuses on the broadest definition of health & wellbeing and supports the administration of the ACHA's National College Health Assessment in Canada.

CACUSS has just developed and adopted a new three-level competency model (core, intermediate, advanced) which reflects more than just a list of skills, knowledge, and attitudes but rather an overall spirit to advance the "professionalization" of the field in Canada. The competencies below recognize some unique aspects of the Canadian context as well as several adopted from NASPA/ACPA.

Values	Professionals are educators Student centered and holistic approach Professional and ethical practice
Canadian Competencies	Communication Emotional intelligence & interpersonal Intercultural Indigenous cultural awareness Post-secondary acumen
Additional Competencies (Adopted NASPA/ACPA)	Equity, diversity, inclusion Leadership, management and administration Strategic planning, research and assessment Student advising, support and advocacy Student learning and development Technology and digital engagement

The Canadian competencies reflect the intersection of several factors including unique aspects of Canadian context - provincial diversity, language differences, indigenous student success, as well as the differences between colleges and universities. Indigenous knowledge and cultural awareness were identified to support the necessary mandates of the Truth and Reconciliation Commission demonstrating a commitment to incorporating the recommendations into the daily work of the profession.

We have begun discussions on several opportunities for the CCRA and future Canadian region of NIRSA to explore common ground within CACUSS including:

- establish a robust framework for professional development including mapping core competencies
- create a platform to share knowledge and expertise to avoid duplication and promote effective utilization of resources
- evaluate the development of programmatic and innovative member services and education
- maximize institutional advocacy and influence

iv. HEALTH & WELLNESS

As with each of the other key internal relationships there are significant strategies to explore in the continuum of holistic health and wellbeing of students and the larger university community. Even at a government level in Canada, the Ministry of Health is responsible for ensuring the delivery of community recreation programs and services. Within that larger philosophical framework, recreation is poised to be a platform and key collaborative partner for preventative and restorative physical healthy habits and positive mental health.

Depending on the unique configuration of student services at any given university or college, recreation professionals and the more formal mental and health practitioners are usually colleagues or peers but not necessarily aligned organizationally. Collaborative efforts need to be evaluated to maximize the potential and keep students living well and thriving in their academic journey. Faculty and staff wellness programs and services are sometimes within Human Resources as a benefit of employment.

Particularly noteworthy are the six Canadian institutions - University of British Columbia, Simon Fraser University, Memorial University, Mount Royal University, University of Calgary, and the University of Lethbridge - who as of October 31st, 2016 are the first universities in the world to formally adopt the *Okanagan Charter: An International Charter for Health Promoting Universities and Colleges*. The charter calls on post-secondary institutions to “transform the health and sustainability of our current and future societies, strengthen communities and contribute to the well-being of people, places and the planet”. It would be most advantageous to ensure the voice of campus recreation is part of the newly-formed Canadian Health Promoting Universities and Colleges Network to advance the charter and encourage health promotion on campuses across Canada and globally.

As in the US, whenever there can be intentional blurring of the lines between health, wellness and recreation we have far greater potential to breakdown some of the traditional organizational silos and foster a positive and productive learning community.

D. CAMPUS RECREATION – EXTERNAL RELATIONSHIPS & PARTNERSHIPS

To date, there has been no formal structure to forge lasting and sustainable external partnerships and many Canadian recreation professionals lack the network to advance the collective competencies of the profession. For a variety of reasons, including size of community, available resources, and legislative mandates to achieve departmental strategic outcomes, campus recreation professionals have a wide range of potential resources and partnerships. APPENDIX B highlights many new opportunities to explore to maximize impacts and leverage the community experts and talents.

It should be noted that there are successful municipal and provincial partnerships and collaborations with several institutions and that some of those may be worth developing further to evaluate the national opportunities that may emerge. Given the very unique regional issues and opportunities within Canada this strategy may also prove the most useful way to serve the Canadian campus recreation profession more quickly while some of the larger relationships are in development.

E. CAMPUS RECREATION - PROGRAMS, SERVICES, FACILITIES

Most campus recreation departments employ full-time and part-time staff as well as undergraduate students to provide programs and services. A major difference in the delivery of Canadian campus recreation services in comparison with U.S. counterparts, is the relative absence of graduate assistantships, creating different challenges in the development of a natural pipeline of career campus recreation professionals. Many undergraduate students in Canada therefore have the opportunity for outstanding experiential learning opportunities in campus recreation that would often be reserved for GA's in the US. As they graduate and look for additional career development opportunities, the U.S. graduate assistantships offer great potential to continue their education.

Many campus recreation departments share facilities and equipment with athletics as well as academic programs. A common challenge throughout Canada is the utilization of gymnasiums for academic exams which often take the spaces off-line for many days when students need to exercise and relieve stress. There have been a few recent examples of new facilities and envisioned shared physical spaces (e.g. University of Guelph, University of Manitoba, University of Victoria) but many are still navigating challenges with funding, provincial oversight with fees, and operating expenses. There are campus recreation departments within all areas of post-secondary including universities, colleges and polytechnics.

Programmatically, campus recreation in Canada has a chance to use a more progressive approach in the extended health-care system to build bridges and synergies, blurring the lines with health & wellness services and recreation. Building off of a societal framework of recreation and active living naturally aligned with health, post secondary institutions should explore all intersections and collaborations possible. Another asset often leveraged in local communities and municipalities is the opportunity to reach beyond the campus boundaries to engage in meaningful partnerships. There are countless examples from coast-to-coast where the mission and focus is not limited to students but also the institutions' employees and surrounding community members.

Even with several different organizational structure for Campus Recreation in Canada, there are a number of additional natural partners and relationships inside each institution that are worth cultivating including but not limited to:

- Student Affairs/Services departments (e.g. Residence, Student Life/Engagement/Success, International Centre, Career Services, Counselling, Health, Accessibility, Student Learning Services, etc.)
- Risk Management & Business Enterprise Services
- Human Rights
- Indigenous Services & Education
- Equity & Inclusion
- Office of Institutional Research
- Human Relations
- Staff and Faculty Associations
- Campus Community Planning
- Student Government
- Parking & Transportation
- Facilities Operations

IV. SO WHAT – NOW WHAT?

A. NIRSA BOARD OF DIRECTORS OCTOBER REPORT & LEADERSHIP SUMMIT

Chris Dawe and Kathleen Hatch met with the NIRSA Board of Directors on October 12th during their mid-year meetings in Victoria to discuss the Canada In Motion Interim Report as well as the emerging potential for Campus Recreation in Canada. It was a very productive time together which culminated with full support and adoption of the Tenets of a Canadian Region of NIRSA (listed below and full document in Appendix C).

A Canadian Region of NIRSA will:

- *look and feel Canadian*
- *recognize and support uniquely Canadian institutional, professional, and student member needs within NIRSA*
- *maximize the potential of ‘practice in place’ and positively impact the growth and sustainability of the field in Canada and throughout NIRSA*
- *leverage the unique assets of Canada to strengthen existing and/or new services, resources, and education throughout NIRSA, especially with a focus to advance collective global competencies*
- *cultivate Canadian professional and student leaders so Canada leads Canada*
- *inspire and showcase Canadian promising and best practices in every province and territory*
- *facilitate sharing of Canadian knowledge, data and resources amongst a connected network of members*
- *provide professional development that is congruent with the Canadian social and environmental context including programs, services, and resources that are purposeful, relevant, and applicable*
- *build and nurture Canadian campus recreation partnerships and collaborations within Canadian higher education as well as provincial and national industry-related associations, organizations, and government*

Once the Canadian Region is officially recognized after changes in the NIRSA Bylaws expected in January 2017, these tenets can serve as a framework to further build out the strategies, tactics and operational direction for a unique NIRSA region completely outside of the U.S.. The tenets can also be a catalyst and new lens, both for Canadians to view their new home as well as NIRSA leadership (board and staff) to ensure the natural assumptions of NIRSA activity and structure are reconsidered within a new Canadian context.

The Canada in Motion Leadership Summit followed the NIRSA Board of Directors mid-year meetings and occurred in conjunction with the Western Canada Campus Recreation Conference (WCCRC). The University of Victoria were superb hosts for all events and the WCCRC had record attendance for an event in Canada. The Summit was historic in nature bringing together stakeholders and influencers within post-secondary and beyond, including leaders from Student Affairs, Athletics, Recreation and Parks and Recreation with a total of 49 attendees from 29 different institutions. The NIRSA Board of

Directors and Headquarters staff also fully engaged in the summit and opportunities to interact with Canadian colleagues. APPENDIX C & D include the meeting schedule and those in attendance.

The dialogue focused on five key areas as well as some of the natural opportunities moving forward:

- What is Uniquely Canadian?
- Key University Relationships
- Key Industry Relationships
- Canadian Post-Secondary Challenges
- Campus Recreation as a Value Proposition

Summit participants quickly validated that this project is moving in the right direction through highly participatory engagement and interest in building shared outcomes. There was unanimous support for starting with the premise of what's best for recreation can and should also advance other unit, divisional, and institutional interests - that we are indeed "stronger together".

New ideas and stakeholder feedback are reflected throughout this report and the recommendations moving forward.

B. CAMPUS RECREATION AS A VALUE PROPOSITION

Campus Recreation in Canada has a new opportunity to emerge as a key institutional asset and build new bridges within post-secondary and in the larger communities we serve. Campus Recreation mirrors the diversity, multiplicity and complexity of our institutions and the larger Canadian society. A common thread throughout all the conversations during this project is how best to "Tell Our Story" within the Canadian social context. Many compelling initial strategies were developed to engage recreation professionals as well as the stakeholders and influencers. More were added as a result of the conversations and an on-going environmental scan. Early survey results demonstrated high universal support for talking about the value of campus recreation in concert with the overall student experience and engagement.

Initial strategies were also discussed as the "outcomes" of our work and how those get "stronger together" when we work with our key university and community partners:

- Canadian Sport for Life
- Student experience, engagement and success
- Student recruitment and retention
- Experiential learning - pedagogy of choice for active learning and associated outcomes
- Leadership and professional development
- Preventative and restorative physical and mental health-care - reciprocity of genuine caring, support and encouragement, regenerative
- Individual and community wellbeing
- Human (capital) development - talent, creativity, innovation
- Human sustainability - intersection of individual and community wellbeing & environmental stewardship
- Human prosperity - one of the happiest places on campus
- Life readiness - developing professional skills as well as the outcomes for those being served - savvy, conscientious, communicative, team-oriented, entrepreneurial
- Synergized resources
- Institutional impact

As these strategies and outcomes are further developed the real value proposition for campus recreation in Canada will continue to emerge.

C. CANADA DAY @ NIRSA ANNUAL CONFERENCE (Feb 2017 in D.C.)

Building from the momentum at the Western Canada Campus Recreation Conference and the Canada in Motion Leadership Summit, coupled with the full support of NIRSA leadership and staff, plans are underway to embed a “Canada Day” at the NIRSA Annual Conference in February 2017. This day will be the next logical opportunity to gather leaders, continue important dialogue in the development of a Canadian region in NIRSA, and pending bylaws changes (January) be the best opportunity to celebrate a new chapter for Canadian campus recreation professionals.

“Canada Day” is also a special way to attract stakeholders to attend for a single day of the conference and see first-hand the extensive professional opportunities provided by NIRSA, with a focus on Canadian issues and opportunities. New educational content has been developed to both highlight Canadian expertise and attract more Canadians to attend the NIRSA Annual Conference. The day concludes with a celebration to acknowledge and thank the leaders who have paved the path for a Canadian Region in NIRSA. An outline of the day is included in Appendix F.

It is worth acknowledging that this day within the conference directly supports and reflects the newly adopted tenets of a Canadian Region of NIRSA.

Additionally, in an effort to attract more Canadians to attend the NIRSA Annual Conference and experience the professional development opportunities, there is a 35% discount off the registration price for any Canadian who is attending for a first time.

D. DEVELOPMENT OF EMERGING RELATIONSHIPS

One of the great outcomes of this Canada in Motion project is the array of partnerships and collaborations to foster which will advance campus recreation in Canada. In addition to the interest to work together, there are emerging and timely initiatives to join or facilitate and others that campus recreation can lead.

With Canada’s 150th celebration quickly approaching in 2017, it may be beneficial to evaluate any opportunities to work with national organizations such as ParticipACTION (150 playlist of physical activities, etc.) in promoting and inspiring Canadians’ to move.

Some of the other specific opportunities to evaluate and advance in the next six months include:

- CCUPEKA Semi-Annual General Meeting (December 13-14, 2016 - University of Toronto)
- Sport for Life Canadian Summit (January 24-26, 2017 - Gatineau, Quebec)
- International Physical Literacy Conference (April 12-15, 2017 - Toronto)
- U Sport & CCAA Annual Meetings (June TBD - Toronto)
- CACUSS Annual Conference (June 11-14, 2017 - Ottawa)
- CCUPEKA Annual Meeting (June/July TBD - Banff)

E. TRANSITION PLANNING & THE WORK AHEAD

It will be essential for the CCRA/CLT and NIRSA staff to continue to work very closely together in the next few months and years to come to ensure the potential is nurtured both within Canada and the larger NIRSA membership. Ultimately this is about building a shared roadmap of the best strategies and actions.

This list is intended as a starting point to help with the next two phases of the Canada In Motion Project. Discussions before the end of 2016 will help identify resources, best individual(s)/group(s) to execute, as well as the expected deliverables.

PHASE II (January - April, 2017)

- Membership outreach & engagement
- On-going outreach with partners, stakeholders and influencers (including follow up with leadership summit 1.0 attendees)
- Delineate and define roles/responsibilities with NIRSA HQ and CCRA/CLT to support the tenets and best utilize volunteer leaders expertise and relationships
- Prioritize the development of emerging relationships
- On-going development of the Canadian region website
- Embed the Canadian Region strategies into a 2017 NIRSA HQ staff plan
- Finish plans and execute delivery of CANADA DAY & Leadership Summit 2.0 at NIRSA Annual Conference including all the materials - version 3.0 visual representation of CANADA IN MOTION - “Building Our Home”
- Plan for special one-time Canadian celebration at NIRSA Annual Conference
- Prioritize important resources for Canadian members after the NIRSA Annual Conference including educational content that is available for ECCRC and an Atlantic meeting
- Evaluate and make adjustments for the unique business, technical, and operational needs of a Canadian Region (eg: payments, bank accounts, currency, data storage, etc.)
- Advance and strengthen the efforts of the Canadian Assessment Work Team to support the highest member need for Canadian benchmarking data (programs, services and facilities)
- Develop Canadian leadership structure (and interim plan if necessary) and seek any required approvals from the NIRSA Board
- Build strategies to maximize deployment of volunteer leadership
- Leadership recruitment for elections of official Canadian Region Leadership Team
- On-going communication with leadership groups (CLT, Member Network, BOD, NHQ)
- Confirm schedule for 2017 & 2018 events in Canada (west, east, atlantic) with consideration for additional leadership summits and co-joining with other stakeholders where feasible/advantageous
- Work with NIRSA HQ on a multi-year membership outreach strategy
- Establish MOU’s with key recreation partners (U Sports, CCAA, CACUSS, etc.)
- Evaluate opportunities to present to University Presidents at annual meetings (Okanagan Charter commitments, Impacts of Campus Recreation, University Sport, etc.)
- Identify strategic opportunities to engage Canadian voices in current and future NIRSA work (EDI, CAS Standards, Boards of Directors, etc.)
- Evaluate an opportunity for a 2017 Canadian leadership summit to develop a 3-5 year Canadian strategic plan

PHASE III (May, 2017 - forward)

- Attend national partner meetings (U Sports, CCAA, CACUSS, CCUPEKA) as well as regional opportunities as available (ie. - AUS, RSEQ, OUA, CWUAA within U-Sports and PACWEST, ACAC, OCAA, RSEQ, ACAA within the CCAA)
- Embed the Canadian Region strategies into the next strategic plan for NIRSA
- Continued evaluation and plan for implementation for transition to language, symbols, etc. that are not linked to U.S.-only context
- Develop and implement a transition strategy that keeps all CCRA members connected during a transition to NIRSA membership
- Evaluate the value of Canadian member benefits and align with pricing strategies (including a careful lens to currency and an acknowledgement of what that means realistically for Canadian membership)
- Develop and implement a language strategy providing programs, services and resources in English and French whenever possible
- Evaluate a partnership with SAPEK (Student Association for Physical Education and Kinesiology) to support the annual KIN GAMES exposing well over a thousand students each year to the campus recreation profession
- Evaluate new vendor and associate member relationships in each region in Canada creating a whole new portfolio of fundraising, sponsorship, and enterprise opportunities
- Continue activating strategies and opportunities to capitalize on the doors opened
- Assess unique educational needs and emerging opportunities (Okanagan Charter for Health Promoting Universities and Colleges, new paradigm for U Sports, Facility Development, Inclusion, etc.)
- Development of a Canadian Campus Recreation research agenda
- Investigate opportunities to work with CACUSS (professional development & core competencies, institutional advocacy, education and shared resources, etc.)
- Engage fully in the newly forming Canadian Health Promoting Universities and Colleges Network which will help with the institutional commitments to the Okanagan Charter
- Work with the NIRSA Foundation to evaluate unique opportunities within Canada for scholarships, research and professional development

V. SUMMARY

It is a very exciting time for the Campus Recreation profession in Canada. Significant accomplishments have been made in each of the areas of focus during phase I of the Canada in Motion Project and much more is ahead as we continue to:

- Prepare the CCRA to become a Region of NIRSA that supports common Canadian and NIRSA objectives
- Build an improved networking system with strong professional development opportunities in Canada
- Foster connectivity with and between stakeholders to elevate awareness and build support for recreation at Canadian institutions
- Establish a Canadian research and benchmarking network

As campus recreation professionals begin to engage in “Building their Home” in 2017, they will have even more reason to celebrate the sesquicentennial year in Canada!

APPENDIX A - PHASE I PROJECT TIMELINE & ACTIONS

Phase I (April, 2016 - December, 2016)

April	project scope, secure sponsor and funding, hire consultant
May	environmental scan of recreation in Canada develop initial strategies, communication and value proposition visual representation of CANADA IN MOTION - “Building Our Home” engage recreation professionals (ECCRC)
June	meet with post-secondary stakeholders (CIS, CCAA, CCUPEKA, CACUSS) gather data and synthesize areas of focus
July	Canada in Motion introductory webinar support CLT assessment workgroup CCRA survey to seek project feedback on strategies Atlantic provinces stakeholder meeting and outreach
August	plan for leadership summit at WCCRC & strategic invitations develop and synthesize strategies from feedback on survey Canada in Motion update webinar develop tenets for Canadian Region in NIRSA
September	preparation for leadership summit communication with leadership groups (CLT, Member Network, BOD, NHQ) identify additional sponsors and project resources webpage launched within NIRSA pages develop FAQ’s and on-going communication strategies develop interim project report
October	report to NIRSA Board of Directors WCCRC & Leadership Summit version 2.0 visual representation of CANADA IN MOTION - “Building Our Home” webinar - share summit outcomes and emerging opportunities cultivate Canadian leadership development synthesize all project feedback
November	membership outreach and engagement on-going outreach with partners, stakeholders and influencers support development of a new Canadian content for NIRSA 2017 (DC) plan for CANADA DAY & Leadership Summit 2.0 at NIRSA 2017 (DC) strategic outreach and invitations secure additional project sponsorships
December	develop leadership structure (and interim plan if necessary) for new Canadian region webinar - NIRSA planning and project updates on-going communication with leadership groups (CLT, Member Network, BOD, NHQ) submit final report - phase one confirm schedule for 2017 events in Canada (west, east, atlantic) plan special celebration at NIRSA 2017 (including invited guests)

APPENDIX B – Summary of US (NIRSA) & CANADIAN (CCRA) Organizations & Resources

The lists below are to serve as a starting point in identifying and understanding how NIRSA's current partners and collaborations are mostly different in the US and Canada. Some of the Canadian organizations may be worth exploring and building the expanded network for professionals to maximize their impacts and synergize with community experts and resources.

USA

NIRSA Partnerships

Active Minds
AORE (Association of Outdoor Recreation and Education)
Campus Pride
CAS (Council for the Advancement of Standards in Higher Education)
CGRSA (Consortium on Government Relations for Student Affairs)
CHEMA (Council of Higher Education Management Associations)
CoHEASAP (Coalition of Higher Education Associations for Substance Abuse Prevention)
Healthy Campus 2020 (American College Health Association)
IASAS (International Association of Student Affairs and Services)
LGBT Sports Coalition
NASPA Assessment & Knowledge Consortium
NCPAA (National Coalition for Promoting Physical Activity)
SAHEC (Student Affairs in Higher Education Consortium)
HEASC (Higher Education Associations' Sustainability Consortium)
PHA (Partnership for Healthier America – Healthier Campus Initiative)
Special Olympics – Unified Sports

Other Relevant Relationships & Resources

NCAA (National Collegiate Athletic Association)
ACPA (American College Personnel Association)
APLU (Association of Public and Land-grant Universities)
AAU (Association of American Universities)
Okanagan Charter: An International Charter for Health Promoting Colleges & Universities

CANADA

No formal CCRA partnerships

Organizations

U Sports (formerly CIS (Canadian Interuniversity Sport))
CCAA (Canadian Collegiate Athletic Association)
CPRA (Canadian Parks & Recreation Association)
CACUSS (Canadian Association of College/University Student Services)
CCUPEKA (Council of Canadian University Physical Educators/Kinesiology Administrators)
PHE CANADA (Physical and Health Education Canada)
CSEP (Canadian Society for Exercise Physiology)
Canadian Council on Learning
U15 – Group of Canadian Research Universities

Universities Canada
Council of Ministers of Education, Canada
Canadian Federation of Students
Colleges and Institutes Canada
Polytechnics Canada
Canadian Organization of Campus Activities
Canadian Kinesiology Alliance
Canadian Society for Biomechanics
Canadian Society for Psychomotor Learning and Sport Psychology
Canadian Mental Health Association
Public Health Agency of Canada
Canadian Sport For Life
ParticipACTION
EIM (Exercise is Medicine)
EIM-OC (Exercise is Medicine on Campus)
SAPEK (Student Association of Physical Education Kinesiology) - KIN GAMES
Special Olympics
Ministry of Sporty
Canadian Olympic and Paralympic Committees

Education & Resources

Long Term Athlete Development Model
Okanagan Charter: An International Charter for Health Promoting Colleges & Universities
A Framework for Recreation in Canada 2015: Pathways to Wellbeing
Canadian Sport Policy
Active Canada 2020
Canada's Physical Literacy Consensus Statement
Canadian 24 Hour Movement Guidelines



Tenets of a Canadian Region of NIRSA

Professionals and students facilitating Recreation experiences on Canadian post-secondary campuses share the mission and values of their colleagues in NIRSA - Leaders in Collegiate Recreation.

Mission:

NIRSA is a leader in higher education and the advocate for the advancement of recreation, sport, and wellness by providing educational and developmental opportunities, generating and sharing knowledge, and promoting networking and growth for our members.

Strategic Values:

- Leadership
- Sustainable Communities
- Health and Wellbeing
- Equity, Diversity, and Inclusion
- Service
- Global Perspective

NIRSA's vision is to be the premier association of leaders in higher education who transform lives and inspire the development of healthy communities worldwide, so growing engagement of Canadian Recreation professionals and students is an important part of that envisioned future that facilitates reciprocal learning and benefits for all members.

Therefore, Canadian leaders have proposed - and the NIRSA Board supports - creating a Canadian Region of NIRSA so that these common outcomes can be realized and the strength of both Canadians and NIRSA can be leveraged to serve Canadian Recreation professionals and students in a Canadian way.

Signaling a new beginning, leaders in Canada offered the following **Tenets of a Canadian Region of NIRSA** that have been adopted by the NIRSA Board of Directors. These tenets should then serve as the guiding principles and framework for planning, discussion, and decision making of a region completely outside of the United States.

October 12, 2016



Tenets of a Canadian Region of NIRSA

A Canadian Region of NIRSA will:

- *look and feel Canadian*
- *recognize and support uniquely Canadian institutional, professional, and student member needs within NIRSA*
- *maximize the potential of 'practice in place' and positively impact the growth and sustainability of the field in Canada and throughout NIRSA*
- *leverage the unique assets of Canada to strengthen existing and/or new services, resources, and education throughout NIRSA, especially with a focus to advance collective global competencies*
- *cultivate Canadian professional and student leaders so Canada leads Canada*
- *inspire and showcase Canadian promising and best practices in every province and territory*
- *facilitate sharing of Canadian knowledge, data and resources amongst a connected network of members*
- *provide professional development that is congruent with the Canadian social and environmental context including programs, services, and resources that are purposeful, relevant, and applicable*
- *build and nurture Canadian campus recreation partnerships and collaborations within Canadian higher education as well as provincial and national industry-related associations, organizations, and government*

October 12, 2016

APPENDIX D - LEADERSHIP SUMMIT AGENDA

Thursday, October 13th

2:00-5:00pm Canada in Motion Leadership Summit (Campus View Room - Cadboro Commons Bldg)

- Value and impacts
- Uniquely Canadian assets
- Key relationships within the university and beyond
- How to influence and add value in the post-secondary sector

6:00-9:00pm WCCRC Conference Opening (Marriott Hotel)

- Welcome, Keynote Address & Networking Reception

Friday, October 14th

8:00-8:45 Leadership Summit Breakfast (Cadboro Commons Bldg)

9:00-10:30 WCCRC Canada In Motion General Session

- VIKES NATION and other examples of Recreation and campus stakeholders 'Stronger Together'
- Moderated Panel of Leadership Summit participants
 - Value and Impacts of Campus Recreation
 - How to influence and add value in the post-secondary sector

10:30-11:30 Continue Leadership Summit

- Building the Canadian home for recreation professionals
 - Tenets of a Canadian Region of NIRSA
 - Desired outcomes
 - Strategies and Actions

11:30-1:00 NIRSA Board of Directors WCCRC Town Hall

- Lunch and Tradeshow
- Leadership Summit concludes

Optional (with WCCRC registration)

- Friday afternoon WCCRC Educational Sessions
- Friday evening WCCRC conference social
- All day Saturday WCCRC Educational Sessions
- Saturday evening WCCRC closing banquet and keynote

APPENDIX E - OCTOBER LEADERSHIP SUMMIT GUESTS & ATTENDEES

First Name	Last Name	Institution	Stakeholder Group
Clint	Hamilton	University of Victoria	Athletics
Karla	Karch	Mount Royal University	Athletics
Ken	McInnes	University of Lethbridge	Athletics
Ken	Olynyk	Thompson Rivers University	Athletics
Geoffrey	Phillips	McGill	Athletics
Kavie	Toor	UBC	Athletics
Tanya	Angus	University of Manitoba	Canadian Leadership Team
Alison	Fischer	University of Regina	Canadian Leadership Team
Perry	Karnofsky	McGill	Canadian Leadership Team
Dominique	MacDonald	University of Calgary	Canadian Leadership Team
Layne	McDougall	UBCO	Canadian Leadership Team
Peter	Mumford	York University	Canadian Leadership Team
Dan	Pagley	APRA	Parks & Recreation
Don	Chow	University of Victoria	Recreation
Steve	Erickson	Montana State University	Recreation
Jared	Ginter	Trinity Western University	Recreation
Leah	Hall Dorothy	Oregon State University	Recreation
Kurt	Kinnear	University of Calgary	Recreation
Jared	Ladobak	University of Manitoba	Recreation
Jen	Leake	University of Toronto	Recreation
John	Papandreos	University of Regina	Recreation
Paul	Rogal	University of Saskatchewan	Recreation
Mike	Tan	UBC	Recreation
Cherly	Van Nes	University of the Fraser Valley	Recreation
Steve	Fitterer	Mount Royal University	Student Affairs
Joel	Lynn	University of Victoria	Student Affairs
Kevin	Marbury	University of Oregon	Student Affairs
Pat	Pardo	CACUSS	Student Affairs
Bill	Crockett	University of Maryland, Baltimore	NIRSA Board
David	Davenport	Austin Peay State University	NIRSA Board
Janice	DeMonisi	Santa Clara University	NIRSA Board
Stacey	Hall	University of New Hampshire	NIRSA Board
Bill	Healey	University of West Florida	NIRSA Board
Ken	Morton	Stephen F. Austin State University	NIRSA Board
Don	Stenta	Ohio State University	NIRSA Board

Pam	Watts	NIRSA	NIRSA Board
Jordan	Bishop	Washington State University	NIRSA Member Network
Heather	Foster	Colorado State University	NIRSA Member Network
David	Peters	Florida State University	NIRSA Member Network
Tom	Kirch	Retired	NIRSA Past President
Mary	Callendar	NIRSA	NIRSA HQ
Christine	Haluzak	NIRSA	NIRSA HQ
Keli	Kuykendall	NIRSA	NIRSA HQ
Erin	O'Sullivan	NIRSA	NIRSA HQ
Dve	Elton	Precor	Partner
Dan	Eriksson	Precor (Fitness Town)	Partner
Paul	L'Heureux	Precor (Fitness West)	Partner
Chris	Dawe	Mount Royal University	Facilitator
Kathleen	Hatch	Hatch Group Consulting	Facilitator

Canada Day @ NIRSA

Annual Conference Thursday, Feb 23



Canadian attendees at the NIRSA Annual Conference can participate in all of the regular conference activities on this day including: Over 25 educational sessions, Campus Rec & Wellness Expo (with Early Morning Workout, Coffee Hour, Grab'n Go Lunch, Ice Cream Social, T-shirt Exchange), NIRSA Annual Meeting of Members, and Conference Socials. We also encourage you to participate in these highlighted Canada-focused activities:

- | | |
|------------------|---|
| 8:00-9:30 | <p>Educational Session (Optional)</p> <p>Campus Recreation's Role in the Okanagan Charter: An International Charter for Health Promoting Universities & Colleges</p> <p>Canadian universities are working to infuse health in everyday operations and creating campus cultures of compassion, well-being, equity and social justice all in support of the Okanagan Charter: An International Charter for Health Promoting Universities & Colleges. Discover innovative partnerships from Campus Recreation and university colleagues invested in human health and success.</p> |
| 10:30-11:30 | <p>Educational Session (Optional)</p> <p>A New Canadian Paradigm: Winning Partnerships & Collaborations</p> <p>Creating value propositions where all the partners win - REALLY! Now is the time to engineer shared outcomes that maximize our entrepreneurial and innovative spirit, resonate with University and College Presidents, and build bridges and meaningful community relationships. Together with Athletics, Student Services, the Academy and our communities, we have maximum impact and influence.</p> |
| 11:45am - 2:15pm | <p>Canada In Motion Leadership Summit 2.0 (Invite Only)</p> <p>On-going education & awareness of advocacy efforts</p> <p>Stakeholder engagement - broadening perspectives and strategies</p> <p>Prioritizing critical relationships and collaborations within post-secondary & larger community engagement</p> |
| 3:45pm - 4:45pm | <p>Above the 49th Parallel – A Discussion with Canadian Leaders (All welcome)</p> <p>As Canada settles into building a "new home" in NIRSA – how can we explore a true reciprocity of learning within our unique and shared social and environmental context - whether through identifying new models of sport for life; the collective well-being of people, places and planet are interdependent; and assessment and research are all topics to be explored by industry experts.</p> |
| 5:00pm - 6:30pm | <p>Canada Region - Member Network Connection (All welcome)</p> <p>First official meeting of the Canada Region - discussions and business to prioritize during the transition and opportunities for engagement and the development of new leaders.</p> |
| 6:30pm - 8:00pm | <p>Canadian Celebration Social (All welcome)</p> <p>Join the celebration as Canada is officially welcomed as a new region of NIRSA with special guests and honorary canucks!</p> |



SUBJECT TO CHANGE • LAST UPDATED: OCTOBER 26, 2016

Schedule of Events

	Tuesday, February 21	Wednesday, February 22	Thursday, February 23	Friday, February 24
6:00am				
7:00am			Early Morning Workout 6:30am-7:30am	NIRSA Foundation Event: TBD 7:00am-8:00am
8:00am	Preconference Workshops & Tours* 8:00am-4:00pm	Career Opportunities Center 8:00am-10:15am	Career Opportunities Center 8:00am-4:30pm	Career Opportunities Center 8:00am-Noon
9:00am		Ed Sessions 8:00am-9:00am	Ed Sessions 8:00am-9:30am	Ed Sessions 8:30am-9:30am
10:00am		Ed Sessions 9:15am-10:15am	Campus Rec & Wellness Expo 9:00am-2:30pm	Ed Sessions 9:45am-10:45am
11:00am		Student Member Connection Meeting 10:30am-11:30am	Expo Coffee Hour 9:30am-10:30am	Ed Sessions 11:00am-Noon
Noon		Take a Student to Lunch 11:30am-1:00pm	Ed Sessions 10:30am-11:30am	
1:00pm		Career Opportunities Center 1:00pm-3:30pm	Ed Sessions 1:00pm-2:00pm	Closing General Session 1:00pm-2:30pm
2:00pm		Ed Sessions 2:15pm-3:15pm	Ed Sessions 2:30pm-3:30pm	
3:00pm		General Session Panel 3:30pm-4:30pm	Ed Sessions 3:45pm-4:45pm	
4:00pm	Opening General Session 4:30pm-6:30pm	Campus Recreation and Wellness Expo GRAND OPENING 4:00pm-7:00pm	Ed Sessions 3:45pm-4:45pm	
5:00pm			Member Network Connection Meetings 5:00pm-6:30pm	Award Reception 5:30pm-6:30pm
6:00pm				Honor Award Banquet 6:30pm-9:00pm
7:00pm	Conference Welcome Reception & Social 6:30pm-9:30pm	Lee Wasson People of Color Social EVERYONE WELCOME! 7:00pm-9:00pm		
8:00pm			LGBTQ Social EVERYONE WELCOME! 7:30pm-9:30pm	
9:00pm				Honor Award Reception 9:00pm-10:00pm
10:00pm			Independent Social Night	
11:00pm				

* Pre-registration and/or additional costs associated with this event