

Lakehead University
Strategic Plan 2010-2013

April 8, 2009

Mission statement

Lakehead University, as a comprehensive university, is committed to excellence and innovation in undergraduate and graduate teaching, service, research and other scholarly activity. As part of this commitment, Lakehead University is dedicated to a student-centred learning environment. Lakehead University values its people and the diversity of their ideas, contributions and achievements. Lakehead University is dedicated to working with Aboriginal peoples in furthering their educational aspirations. Building on its accomplishments and partnerships and recognizing its role in Northwestern Ontario and Central Ontario, Lakehead University reaches out regionally, nationally and internationally.

Lakehead University is committed to educating students who will be recognized for leadership and independent critical thinking and who are aware of social and environmental responsibilities.

Vision

Lakehead University will continue to develop as a comprehensive university committed to excellence in undergraduate and graduate education and research. It will build on its reputation as a welcoming, accessible and accountable institution known for enabling students at all stages of life to achieve their potential. It will continue to reflect and serve Aboriginal and other diverse cultures, institutions and organizations as it reaches out regionally, nationally and globally.

Introduction

Lakehead University is facing a substantial challenge over the term of this strategic plan. With a 5-year operational budget projection that would accumulate a \$35-50 million deficit by 2014, it is essential that the University find ways to generate additional revenue and reduce current expenses. As government funding appears to be static until the economy improves at the earliest in 2010-11, the crisis is immediate and the 2009-10 budget guidelines reflect that immediacy. The Strategic Plan 2010-2013 provides the mechanisms to set the stage for enrolment growth and the means to effect efficiencies in structures and expenditures. It is expected that some sections of the University will have to shift their priorities and that an initial concentrated effort will be required to meet the expectations of this Strategic Plan.

The Plan builds on the existing Academic and Research Plans and the four strategic directions that have been accepted by the Board of Governors. These are 1) Sustainability of the University, 2) Comprehensiveness of the Academy, 3) Research Growth, and 4) Diversity. All of the Plan's objectives are to be measured against one or more of these vision elements. While many of the objectives are listed in the section entitled Sustainability, they may address one or more of the other elements as well.

There is no priority implied in the ordering of the Objectives. All are expected to be implemented. Resources will be made available for the implementation of these initiatives through the budget process. In light of the initiatives in this Strategic Plan, the Senate and Senate committees will review their Terms of Reference to ensure that proposed academic initiatives are vetted through the Senate committees.

The Vision and Mission statements were modified slightly at the start of this exercise and reviewed again following completion of the Plan. One of the key initiatives is development of the Orillia Campus and this is reflected in many of the objectives that will direct the University toward fiscal security.

Lakehead University will undergo a presidency change in 2010 and the Plan is intended to provide continuity between the existing and new administrations. The Board of Governors requested that the current President submit a Strategic Plan 2010-2013 to serve as a guiding document for the next President. The Strategic Plan provides overall direction for the University and is intended to assist Faculties, staff and Administration with guidelines for the development of workplans. It is expected that the Administrative Executive Committee will have responsibility for ensuring implementation of the Plan and monitoring its progress.

SUSTAINABILITY OF THE UNIVERSITY

University sustainability is dependent on revenues exceeding expenses. It is essential that revenues increase annually in order to meet inflationary costs associated with operating expenses including salaries, wages, and benefits. The primary sources of revenue for the University are: 1) the Ontario Government's consolidated operating grants based on enrolment; 2) mission related grants; 3) special purpose grants; 4) fund-raising; 5) student tuition fees; and 6) indirect costs from research.

Based on the enrolment projections for both campuses, the current operating budget projections (which include salaries and benefits, costs to operate buildings, costs to deliver academic programs, costs to provide student services, costs to provide technology, costs to provide a library, and administrative costs), and the current funding models from the Ministry of Training, Colleges, and Universities, Lakehead University must examine alternative strategies to produce a balanced budget. The current projections indicate annual compounding deficits through the fiscal budget year 2012-2013 unless corrective action is taken.

Under circumstances where government grants, university advancement, and student tuition fees do not meet inflationary costs, there are limited ways to balance the budget: reduce expenses by creating greater efficiencies; increase student numbers, which also creates greater efficiencies through economies of scale; and do things differently that increase revenues and/or decrease expenses.

Recognizing that Lakehead University needs to increase student numbers, it is recommended that the enrolment target based on head count in the fall/winter term for 2010 be 8,500 students (1,100 of these at the Orillia Campus) and for 2013 be 9,000 students (1,500 of these at the Orillia Campus). Furthermore, 10 percent of the students on the Thunder Bay Campus would be at the graduate level.

Lakehead University currently has approximately 7,700 students, which includes about 450 students at the Orillia Campus. The Thunder Bay Campus currently has 7,250 students and would be expected to grow by 150 students in 2010 and another 100 students by 2013 primarily through the anticipated graduate student expansion combined with modest undergraduate growth. When the first permanent building in Orillia is available in the Fall 2010, there will be capacity for about 1,500 students. This capacity is expected to be filled by 2013. The above enrolment targets should be achievable.

The budgetary components, Academic and Administration, both need to be fiscally balanced.

Academic Sustainability

Lakehead University values and fosters excellence in teaching. However, in order to maintain excellence in teaching, greater efficiencies will be achieved through more effective use of university resources without jeopardizing academic integrity. Collaboration inside the University must be promoted to facilitate consolidation of courses and the reduction of course offerings with low enrolment. The consolidation of smaller classes with similar course content would allow more efficient deployment of teaching resources, such as Teaching Assistants, to where they are needed most.

Lakehead University has an opportunity to provide leadership in the area of Aboriginal education, given its locations, the high Aboriginal student populations in northern and central Ontario, and the potential for growth at both campuses.

Objective: Academic units will continue to improve the development and delivery of high quality academic programs that are aligned with the mission of the University and that are financially sustainable.

Rationale: Financial sustainability will be based on an analysis of factors such as the number of majors, Full-time Equivalent (FTEs), Basic Income Unit (BIUs) historical data values and amount of service teaching compared to the costs associated with the academic unit and the delivery of specific programs. Restructuring and/or merging of academic units is one way to achieve greater efficiencies and reduce costs. The aim is to serve a greater number of students using the same faculty resources while maintaining high quality standards and alignment with the mission of the University. The Dean is responsible for the academic integrity and financial sustainability of each Faculty.

Expectations: All academic units delivering programs that have not met the criteria articulated in the Academic Plan and this Strategic Plan (related to sustainability, commitment to being a student centred learning university and to educating students who are recognized for leadership and independent critical thinking and who are aware of social and environmental responsibilities) will be required to document by May 2010, a clear mission statement, description of degree programs and certificates, faculty and students' achievements, majors, methods of offering graduate and undergraduate courses, and evaluation of the impact of the unit on university services plus any other information that the unit considers appropriate. Stated learning outcomes and future plans for their programs along with program alignment with the University mission, are included as Academic Plan requirements.

Reports will be examined by the Dean in order to identify academic units or specific degree programs that are currently unsustainable and require further attention. Each Dean will subsequently work with their academic units to prepare and submit a plan demonstrating on-going viability (such as through restructuring and/or merging with other units). Since one of the key objectives for restructuring is financial sustainability of the University, the final restructuring plan must show how this objective will be

achieved without compromising other objectives in the Strategic Plan. The final plans will be reviewed by the Deans' Council with recommendations submitted to the VP (Academic & Vice-Provost) for action.

Every Faculty will identify where there might be redundancy of course offerings either in their own Faculty or with courses offered in other Faculties. Faculties will work together to consolidate courses that are similar in content.

Interdisciplinary and orphan programs must follow the same document preparation, but as they are not associated with a single Faculty, they will need to work directly with the appropriate academic administrator(s) to generate their reports.

Objective: Faculties will review and, if necessary, revise programs to increase enrolment and improve retention. New variations within traditional degree programs should be generated by renaming and/or reconfiguring courses; or existing courses could be combined as components of new major, or degree, or certificate offerings, including any experiential learning options such as co-op; and/or by creating new majors or degrees to replace existing ones in response to student and societal needs.

Rationale: Lakehead University's success in attracting and retaining students may be enhanced by renaming and/or reconfiguring courses and programs. Any reconfiguring and/or renaming of currently existing courses and programs must be a focused and coordinated task which is best carried out within the originating academic unit or units and in collaboration with the Office of Admissions and Recruitment. The Office of Admissions and Recruitment addresses the queries of students, parents, and guidance counsellors and therefore can provide information on what academic programs are being sought. This focus and coordination may be facilitated by a core course or courses serving as a foundation from which other courses grow or to which they are linked. Also, reconfiguring could include alternative delivery methods (e.g., online, video conferencing, media streaming, or blended approaches thereof) to expand accessibility and increase enrolment. As well, condensed formats and timing may be considered.

Chairs, Directors, and Deans are responsible for strategically setting and achieving enrolment targets that would help meet the overall objectives of 8,500 students in 2010 and 9,000 students by 2013.

Expectations: Each Faculty, with input from relevant administrative units, such as the Office of Admissions and Recruitment and the Office of Continuing Education and Distributed Learning, will identify mechanisms to increase enrolment to help meet the enrolment targets. Each Faculty will produce by December 2010 at least two suggestions on how best to make existing courses and/or programs more attractive by reconfiguring them and/or renaming them and will implement at least one of these suggestions by the 2011-2012 academic year.

Any new major or degree that does not replace an existing one, must demonstrate sustainability.

Objective: Offer students increased opportunities to take electives and core courses outside their Faculty.

Rationale: Consideration should be given to expanding the opportunities to allow students from other academic areas to take courses outside their program for core or elective credit. Increasing availability of courses will assist in maximizing the use of university resources. Reducing course redundancy permits a greater number of course offerings using the same number of faculty. Opportunities for new course development will be created and should result in a greater selection of course offerings.

Expectations: In consultation with their faculty, Chairs and Directors will identify appropriate courses that could be made available as open electives for students outside their program or Faculty. They will also identify Schools and Departments inside and outside their Faculty that may provide students with a larger selection of courses applicable to the student's degree. In addition, programs will identify and/or develop new minors that can be made available to students outside of their Faculty, where applicable. Barriers between programs should be reduced. Mechanisms will be developed for course identification in the Calendar that would assist students and faculty to identify courses in other Faculties that would be of interest to students as electives or for credit in their various programs. Pre-requisite requirements for upper level courses will continue to be honoured.

Objective: Reduce expenses associated with courses with low enrolment and more evenly distribute faculty teaching load across all academic units.

Rationale: Small lecture class sizes can result in a lecture environment using approximately the same commitment of faculty resources as larger class sizes but serving the needs of only a few students. Additionally, class size disparity results in uneven faculty teaching workloads as the effort for marking projects, office hour consultations, assignments and examinations often is dependent on class size.

The upper size limit for classes is 300 students in Thunder Bay and 250 students in Orillia. Therefore, the University will never have the very large classes that exist at other Ontario universities. This also means that Lakehead University will not be able to leverage the fiscal advantage that such large classes provide. In recognition of this limitation and to continue to provide smaller classes, a lower limit of 15 students will enable courses to meet both sustainability and pedagogical interests. Courses with lower enrolments may continue to be offered annually only if they are adequately justified by the Deans. For comparison, the inquiry courses at Orillia that are designed to promote critical thinking and student learning are successful with enrolments of up to a maximum of 30 students per tutorial section.

Expectations: The Dean of the Faculty will work with Chairs, Directors and Graduate Coordinators to identify courses with perennially low enrolments (fewer than 15 students for undergraduate courses, fewer than 5 students for graduate courses). When the low enrolments cannot be justified by the Dean, the Dean will work with Chairs and Directors to rotate, combine or replace the undergraduate courses

with similar courses offered in other academic units. Where appropriate, the Faculty of Graduate Studies will initiate combining and setting standards for graduate courses with various course titles but similar course content into single course offerings. Collaboration inside the University to restructure programs/courses to achieve these goals will be encouraged. Courses with degree accreditation requirements, such as in engineering, would be offered by the department with the accreditation requirement but could be open to students from other Faculties.

Objective: Teaching Assistants will be assigned to courses to utilize graduate assistantships effectively and to maintain quality course delivery.

Rationale: Allocating graduate students with teaching assistantships to specific courses will assist in alleviating inequitable teaching responsibilities related to class size, marking, lab preparation and supervision, and tutorials.

Expectations: To provide increased efficiencies and allocation of human resources for implementation by September 2010, the Faculty of Graduate Studies will develop detailed expectations for the duties of Teaching Assistants by July 2010.

Graduate Assistantships must first be allocated as Teaching Assistantships to cover the teaching needs of the University where demonstrated needs exist as reported by the academic unit, such as marking and laboratory preparation. If there are additional Graduate Assistantships available after these needs are met, they will be allocated as Research Assistantships with responsibilities defined by the Faculty of Graduate Studies (see the Research Growth section).

Administration Sustainability

Objective: Lakehead University will be a forerunner in university environmental sustainability.

Rationale: Although complete environmental sustainability may not be possible, the University can set an example to students and the community on how to preserve our environment by minimizing emissions that affect the global climate, minimizing ecological footprints, and providing students with the knowledge necessary to achieve reasonable environmental objectives in their everyday lives. Through this process of education, students, faculty, staff, administration, and the general public will be encouraged to make informed and responsible social and environmental choices.

The new Orillia Campus, being planned to adhere to the highest LEED (Leadership in Energy and Environmental Design) standard, will be sustainable from its inception; therefore, this objective is primarily directed at the Thunder Bay Campus. The costs associated with retrofitting and renovating the

existing facilities on the Thunder Bay Campus preclude the possibility of achieving a LEED Platinum Standard on that campus but the next highest standard will be applied.

Expectations: The University must try to minimize negative impacts on the environment. This includes, wherever possible, reducing the use of fuels, energy, water, paper, computer equipment, cleaning chemicals, herbicides/pesticides, and packaging. There is an expectation that the use of fuels, energy, water, and supplies on the Thunder Bay Campus will be reduced by 10% by 2013. The comparative base will be consumption rates for 2008-09. Energy consumption, water consumption, and maintenance costs will be reviewed and reported annually.

The University's Sustainability Committee will be utilized to inform, promote and champion these types of efforts to the university community. Furthermore, the Committee will act as a catalyst in the recommendation of policies, practices and activities designed to improve the University's performance in key sustainability areas.

The environmental impact must be considered in new additions/remodels to the campuses. There is the expectation that any new construction on the Thunder Bay Campus will meet the LEED Gold Standard and new construction on the Orillia Campus will meet the LEED Platinum Standard. The Sustainability Committee will examine areas where improvements to current practices may be realized such as geothermal heating, wind power, ecological landscaping and composting. Part of each campus should be left as a natural reserve to encourage people to appreciate the natural environment and for study in courses related to ecology.

Objective: Administrative units will identify and improve policies, practices and activities necessary to deliver high quality services while eliminating redundancy, red-tape, and unsustainable environmental practices associated with their units.

Rationale: By examining current practices and identifying redundancy, Administrative units can provide high quality services, effectively using university resources in ways that achieve greater efficiencies and reduce costs.

Expectations: By May 2010, all Administrative units will prepare a report to be submitted to the Administrative Executive Committee identifying areas where cost savings will be achieved such as eliminating redundancy, red-tape, and unsustainable environmental practices. In this report, Administrative units will identify practices, policies and/or restructuring that will be implemented to improve service delivery and to address the objectives of this Strategic Plan.

Collaboration inside the University to restructure and/or improve current practices will be encouraged.

Objective: The University will use ancillary fees to enhance and support facilities and services for students.

Rationale: Ancillary fees can make a difference by providing specific enhancements in a number of areas such as the Technical Services Centre and the Library. The VP (Administration and Finance) will provide a report indicating areas where additional ancillary fees could be collected and where there is an opportunity to raise fees to provide greater value on the return for fees already paid. Administration will engage with the student body through town hall style meetings to discuss and evaluate the Ancillary Fees Annual Report and the use of ancillary fees. Any proposals for additional ancillary fees will adhere to the provincially mandated requirements and the approval of any proposed ancillary fee(s) will be determined through the student Compulsory Ancillary Fees Protocol.

Expectations: Ancillary fees require an annual accountability system. An annual report will be prepared by the VP (Administration and Finance) detailing the revenue and expenditures related to student ancillary fees. Through a process of open consultative meetings and written submissions, input will be obtained to write a policy reflecting the intent to ensure the autonomy of student union fees and student society fees. The University, in consultation with the students, should consider additional ancillary fees such as a capital fund and library support. For example, as part of the Strategic Plan discussions, LUSU has agreed to consider an increase in the technology fee with a student referendum in the first year of this Strategic Plan.

When profits occur from profit centres such as residences, parking, and the bookstore, consideration should be given to redirect funds to other budgetary areas. The fungibility of these ancillary fees is necessary to alleviate pressure on other Administrative units especially in cases of legitimate unforeseen circumstances.

Objective: Lakehead University will increase and focus the commitment to reaching out to alumni/ae, establishing mutually beneficial relationships with international alumni/ae, and involving current students in Lakehead University's future.

Rationale: Presently, students on campus seem to have little awareness and limited engagement with the Alumni Association. The current mission of the Alumni Association is a commitment to "enriching the lives of alumni and involving them in Lakehead's future." Increasing efforts to involve current students in Alumni Association activities will increase the likelihood of their engagement with the Alumni Association and the University beyond graduation.

Mutually beneficial relationships with international alumni/ae should be established and maintained.

Expectations: A functioning program to address student involvement with the Alumni Association on campus will be in place by the Office of University Advancement by 2011. This interaction will begin at Student Orientation extending throughout the years that a student is enrolled as an undergraduate and/or graduate student and beyond. Lakehead University will take necessary measures to adjust or fulfill the mandate “to enrich the lives of alumni and involve them in Lakehead’s future” post-graduation. Career & Co-op Services in co-operation with the Alumni Relations, will explore measures to adjust or fulfill the mandate for upcoming/new alumni. Departments are responsible for identifying students who are clearly recognized for leadership, independent critical thinking, and aware of their social and environmental responsibilities. Departments will encourage these students to engage in University Advancement and student recruitment activities, as well as avail themselves of ongoing educational opportunities by traditional and innovative delivery modes.

Objective: Additional opportunities for fundraising will be identified and pursued as a source of supplemental funds for the University and the Faculties.

Rationale: The Office of University Advancement and the Faculties need to work more closely together in fundraising in order to produce additional revenue sources for the University and the Faculties.

Expectations: At a minimum, 5% of the Faculties’ annual non-salary operating budgets should be raised through fundraising by the end of this Strategic Plan. Working with the Advancement Office, Deans will identify and pursue opportunities for fundraising. The Deans, faculty, Chairs, Senior Administrators and University Advancement staff all have a role in making connections with donors and working together to raise supplemental funds for academic and other initiatives. Faculty have a role in explaining their projects to University Advancement and in alerting University Advancement to prospective donors including individuals, organizations, and industries that may contribute to Lakehead University’s various projects, scholarships, and departmental initiatives.

Objective: The Office of University Advancement will target areas such as endowments that will make the University more sustainable.

Rationale: The Office of University Advancement will build Lakehead University’s capacity to provide short and long term funds for University sustainability.

Expectation: By 2013, only new monies generated by the Office of Advancement and existing endowments will be used to fund scholarships. Operating funds currently are used to fund about \$1.25 M in scholarships.

Objective: The Vice-President (Administration and Finance) will identify and pursue opportunities to obtain sustainable returns on the land base owned by Lakehead University.

Rationale: Lakehead University owns resources that have no foreseeable academic use but which could be of interest and value to other parties.

Expectations: Lakehead University will capitalize on opportunities that do not compromise other objectives in this Strategic Plan and that increase revenue to Lakehead University. These initiatives may include rentals, land development, commercial leases, or other initiatives that utilize the capital assets of the University in environmentally sustainable ways.

Objective: Credit courses will be offered to high school students of high academic standing.

Rationale: High school students may welcome the opportunity to experience Lakehead University's academic offerings prior to committing to full-time enrolment at a university. Students having a positive experience while taking one or two Lakehead University courses may enroll at the University upon completion of high school.

Expectations: By 2011, high school students will be admitted into Lakehead University on a part-time basis while still completing high school diploma requirements. The criteria for acceptance into this option will be developed in collaboration with the high schools to ensure that the students have the appropriate pre-requisites. The qualifying students will be permitted to take for credit first year courses currently offered (on campus or online) by the University. These University course credits can be used toward a degree if the student registers in a program at Lakehead University.

Objective: Lakehead University will continue to raise awareness in government and the general population about the local and regional benefits that Lakehead University provides to the economies in northern and central Ontario.

Rationale: Lakehead University provides socio-economic benefits to the local and regional areas where the campuses are located as well as contributing nationally and globally to education and research. By promoting awareness about the benefits that Lakehead University provides, the University and the public can engage the federal, provincial and local governments in dialogues about the importance of government funding to the sustainability of Lakehead University.

Expectations: Administration, Finance, the Office of Institutional Analysis and Government Relations, and the Office of Communications will continue to work together to prepare and promote information about the benefits provided by Lakehead University to the local and regional economies, i.e. through its research, service, and educational activities.

Direct lobbying with government officials on issues of importance to Lakehead University will continue as an administrative function, particularly for the President.

Objective: A Communications Plan will be developed to promote greater awareness about Lakehead University, enhance public perception, and attract students and funding.

Rationale: To raise the profile of Lakehead University and to meet enrolment targets, the Office of Communications, working with appropriate units such as the Offices of Admissions and Recruitment and University Advancement, will promote greater awareness of the University and its Faculties through publicity venues. Ultimately, this exposure should be directed toward increasing recruitment and increasing donations. Messages will consistently portray the benefits of attending Lakehead University as well as its strengths in research and academics. Regional marketing needs may be addressed through distinct communications strategies and resources developed for each campus.

Expectation: Lakehead University will build on its experience in the Office of Communications to produce dynamic, up to date and measurable communication strategies using available technologies and innovative approaches to market the University to students and potential donors. These communication strategies will include the promotion of faculty, staff, and student successes, including projects and activities that strengthen and promote the Lakehead University to targeted audiences.

Objective: Lakehead University will continue to address ways to improve student satisfaction, the student experience, and retention.

Rationale: Recruitment is initially based on Lakehead University's name recognition by students, the institution's reputation, and the choice of academic programs. Results of surveys and profiles on the internet provide sources of information about the University to potential students and provide a means to compare us with other universities. Ratings, such as student satisfaction and student engagement, provide a measure of what students think about us. Student feedback provides information to the University on how we are doing and what areas need improvement to recruit and retain students successfully.

Expectations: Faculties, including the Faculty of Graduate Studies, academic units and relevant administrative units will examine the results and comments from the participants of student surveys such as the National Survey of Student Engagement (NSSE), Canadian Graduate & Professional Student Survey (CGPSS), and Canadian University Survey Consortium (CUSC) and, in consultation with Student Affairs, will determine what issues should be addressed. By the end of 2010 and for each subsequent year, Faculties and administrative offices, with the assistance of the Office of Institutional Analysis and Government Relations, will develop strategies to enhance students' experiences and increase retention.

Many areas of the University such as Administration, Career and Cooperative Education Services and Student Affairs provide services to the students and staff, and directly interact with the students, sometimes in difficult situations. Respectful communication and professional behaviour are expected from all employees. Training courses on respectful communication and professional behaviour will be required for all staff interacting with students.

COMPREHENSIVENESS OF THE ACADEMY

Lakehead University is a comprehensive university, offering breadth of academic programming at the undergraduate and graduate levels, and also delivering its academic programming via a variety of formats. One way the comprehensiveness of the University could be expanded is by creating reciprocal arrangements with international partners. For example, both parties could create new programs or deliver existing ones. Other ways to enhance comprehensiveness would be to recognize the diversity of the University community as well as to grow graduate programming. Lakehead University provides multiple ways to engage students by providing meaningful environments in which they learn, live, work and play.

Lakehead University values and will continue to value its teaching excellence in all the disciplines offered. Lakehead University is committed to retaining a strong mix of professional and other academic programs with many different ways of reaching out to its internal and external student communities. It is expected that Faculties will examine their programs and potentially change the program mix, the configurations, and the marketing of programs, and where appropriate, they will combine, eliminate, or add programs. Change will be guided by the sustainability mandate and focus on the institutional mission.

Lakehead University has developed Academic Plans for the Thunder Bay and the Orillia Campuses and these plans will provide direction to future academic programming on each campus.

Objective: Programs offered on the Orillia Campus must complement, and, for the most part, differ from those offered on the Thunder Bay Campus.

Rationale: Both Lakehead University campuses will plan and deliver programs in accordance with the overall mission of the University and in dialogue with one another, while at the same time retaining and enhancing the individual character of each campus.

Expectations: Rather than simply duplicating courses, the University will offer a wider selection of courses and programs, including any experiential learning options such as co-op, to meet differing markets. While it is understood that some professional programs like Education and Social Work will be the same at both campuses, for the most part programs at the Orillia Campus will have a differing

format or content from those at the Thunder Bay Campus. New programs at the Orillia Campus must be of equal quality as those to Thunder Bay.

Objective: Academic planning and implementation at Lakehead University will require collaboration among relevant departments, committees, and administrative offices at both campuses.

Rationale: Lakehead University is one university with two campuses. Collaborative planning and participation of faculty from both campuses will facilitate openness and transparency in the academic operations of the University and program development at both campuses.

Expectations: Processes in place for the review and approval of programs will be applied consistently between Thunder Bay and Orillia. Faculty from both campuses will be involved in the academic planning and approval processes. The Senate approval process for programs developed in Orillia will be consistent with the procedures used to review and approve programs on the Thunder Bay Campus. The Senate Academic Committee will continue to develop and monitor strategic academic planning.

Membership on Senate committees will be revised to include appropriate representation from the Orillia Campus. Technology will be used to ensure effective communication between Thunder Bay and Orillia so that faculty members at both campuses can participate in departmental, Faculty Council, Senate committee and Senate meetings via teleconference or videoconference. Faculty members and applicable support units such as those within Student Affairs at Thunder Bay will be given adequate opportunities to participate in planning related to Orillia and vice-versa.

Objective: Students admitted to a program at either campus will be able to complete that program at the campus at which they are enrolled.

Rationale: To ensure the integrity of the academic programming and to minimize disruption to the students, and in recognition that many students attend from the local geographic area, students must be able to complete their entire degree program at the campus where they were initially enrolled. Although students will be able to transfer to the other campus, transferring students may not be able to complete the program they were initially enrolled in due to differences in the programs and courses offered at the two campuses.

Expectations: At each campus there will be sufficient program course offerings to enable completion of the program in the designated period of time. Biennial or even triennial rotation of courses may be required to achieve this. Various types of courses (such as onsite delivery, video-conference courses, and online courses) offered from both locations will contribute to completion of the program at each campus.

Objective: Students on both campuses and at a distance will be exposed to the rich resources available at both campuses and via CEDL.

Rationale: If students are able to participate in person or virtually in events at both campuses they will benefit greatly from increased opportunities to attend guest lecture presentations and seminars, thus enhancing students' experiences overall. Additionally, increasing the number of technologically accessible courses will provide a greater selection of courses and course formats as well as an opportunity for students to interact between the two campuses.

Expectations: Important guest lecture presentations, seminars and career related sessions/events presented at one campus will be available to the other campus and to students at a distance through synchronous and asynchronous multi-media technologies (e.g., media streaming, videoconferencing, teleconferencing or a blended approach).

Programs where the same courses are delivered at both campuses will offer a number of these courses to the other campus in a way that is feasible and technologically accessible by students at each campus.

Objective: Lakehead University, building on existing international relationships and alumni/ae relations, will seek out structured programming for student and faculty exchanges, collaborative research/outreach and joint development of academic courses with a global focus.

Rationale: Global awareness leads to enhanced appreciation of cultural, economic and environmental diversity. Solutions and adaptations to current and future global challenges will undoubtedly require coordinated efforts by many. The efforts will also lead to new opportunities for sustainable growth of Lakehead University, including increased number of international students, Lakehead University students abroad, exchange programs and increased internationalization of both Lakehead campuses.

Expectations: Academic units will identify their potential for increased international activities by cataloguing individual faculty/staff international contacts as well as keeping an up-to-date roster of recent alumni who are engaged in international activities. Academic units will designate a faculty member to coordinate with the institution's central international administrative structure and by the end of 2010 will report on effective strategies for increased activities.

Objective: New graduate programs will build upon and extend existing undergraduate programs of high demand and enrolment.

Rationale: Lakehead University, with two campuses, has the opportunity to expand educational opportunities to meet the market needs in each of its geographical areas. By offering graduate programs appropriate to the interests in each geographic area, Lakehead University will attract faculty, enable graduate student support for research, and increase enrolment.

Expectations: Specific sustainable graduate programs, such as the Master of Business Administration, Master of Education, Master of Social Work, and Master of Environmental Studies at the Orillia Campus will be offered no later than 2013.

Objective: Lakehead University will build on existing quality graduate programming and develop new, high quality PhD programs.

Rationale: Lakehead University recognizes that vibrancy and growth in research are strongly linked to research-intensive graduate programs where students engage in a significant amount of research activity working within a research culture. The University has been allocated graduate growth of 541 FTEs in Master's programs and 65 FTEs in PhD programs as an end state by 2011-2012. With the option of transferring some of the Masters FTEs to PhDs, it makes sense to continue to develop PhD programs as we have been successful in attracting PhD students and there are opportunities for new PhD options on the Thunder Bay Campus.

Expectations: To increase graduate student enrolment, sustainable PhD programs will be developed and maintained. Structural models of these programs could include fast-tracking students from the Master's level into PhD programs, direct-entry for outstanding undergraduate students, and interdisciplinary programs.

Faculties, including the Faculty of Graduate Studies, will work with the Office of Admissions and Recruitment to meet the Graduate Expansion initiative growth target allocations set by the Ministry of Training, Colleges and Universities.

Objective: Lakehead University will continue to develop innovative and interdisciplinary programs at the undergraduate level that share and integrate topics and methodologies.

Rationale: Both Lakehead University campuses will provide innovative programs while remaining sensitive to the markets that may require new approaches to academic programming, including experiential learning options such as co-op and service learning. The focus at the Orillia Campus will be on more integrative programs. For example, Business courses could be included in the Environmental Studies Program as students require the skills to prepare proposals and work with budgets.

Expectations: Programs proposed at Lakehead University should demonstrate that they are both innovative and market driven. New Orillia Campus programs will be interdisciplinary not only through a mix of courses from multiple disciplines but also by employing interdisciplinary strategies and inquiries within some courses. Nevertheless, while all Orillia Campus students are encouraged to consider interdisciplinary options, it is recognized that programs with professional and accreditation requirements may restrict the number of elective interdisciplinary options that are available.

Objective: Lakehead University will continue to pursue its proposed Law School Program.

Rationale: The proposal for a Law School Program was created in response to requests from outside organizations including the Nishnawbe Aski Nation (NAN). Lakehead University made a commitment to these organizations to pursue a Law School Program. A Law School Program would offer Lakehead University the opportunity to provide a northern Ontario Law School with Aboriginal, natural resource, and small legal practice foci.

Expectation: The Law School Program will be operational by the fall term 2011.

Objective: The number of distributed learning course offerings will be increased.

Rationale: Academic units should expand the number of courses using these distributed learning modalities to avoid duplication of courses between campuses, to generate revenue by delivering courses through alternative modes, and to recognize that courses offered online, by videoconferencing and media streaming, appeal to some students and are virtually essential to students residing in remote areas or who are place-bound. It is recognized that a number of issues will need to be worked out to accommodate the expansion of distributed learning course offerings. However, it should be relatively easy to deliver existing Thunder Bay or Orillia based courses between the two campuses and thus elsewhere.

Expectations: By September 2011, each academic unit will offer at least two 0.5 FCE courses or one 1.0 FCE course during the fall and winter sessions through a distributed learning mode. These courses may be courses currently offered that have been adapted to a distributed learning mode.

In each subsequent year of the Strategic Plan 2010-2013, each academic unit will offer at least one more FCE through a distributed learning mode so that by 2013 at least 4 FCEs are offered, unless justification can be given that the nature of the academic programming does not permit distributed learning offerings. The academic impact of increasing the number of distributed learning courses will be analyzed through the academic planning processes.

Objective: A compressed course (or small series of compressed courses) will be established as a pilot project.

Rationale: Lakehead University should consider offering greatly compressed courses, such as three week courses, which will provide the opportunity for students to complete coursework in a very timely, intense and focused way. Compressed courses could well attract a different sort of student body, one that is able to devote the requisite block of time to the course or courses. Some preparatory courses could be designed and offered on such a compressed basis to help adult learners who have been away from school for some time or other students, who for whatever reasons, need assistance in making the transition to university-level education. Such a move could help with recruitment and enhance Lakehead University's reputation as a student-centred institution. Other possible areas for compressed courses and non-credit courses and certificate programs could be ones undertaken with local healthcare providers and social workers.

Expectation: A pilot project will be developed by Fall 2010. If judged successful, expansion would be considered before the end of 2013, including examining this delivery mode for an entire program.

Objective: As part of enabling students to reach their full potential and to be responsible global citizens, Lakehead University is committed to developing and enhancing its students' international cultural experiences, growth and understanding.

Rationale: Engaging globally requires a dedicated effort to reach measurable results with respect to student recruitment, collaborative research, faculty and student exchanges as well as larger format development programming with a direct focus on the United Nations Millennium Development Goals activities. Lakehead University has the expertise to become a significant player in the international development arena.

Lakehead University faculty members have many mature contacts with potential and willing partners that warrant some increased effort toward joint undergraduate degree programming. One model for these collaborations is to have students from the foreign partner initiate their studies at home followed by more senior courses at Lakehead University. An attractive alternative to physically attending Lakehead University is to provide distance learning coupled with a faculty exchange program. This may address the financial difficulties international students encounter when faced with differential tuition fees, travel costs and the cost of living at Lakehead University. Additionally, non-Canadian governments are increasing their focus on providing Highly Qualified Personnel (HQP) training at home to minimize the problem of losing many of their brightest young people to emigration. International partnership students will graduate with a degree jointly offered and identified by Lakehead University and the collaborating partner. If the collaborating institution is from a developing country, the sequence and nature of collaboration may take a different path.

Expectations: All Faculties will identify academic units with the potential to increase international university to university collaborations. Academic units are encouraged to collaborate within Lakehead University for innovative programming. By December 2010 comprehensive reports by Deans/Chairs for each academic unit will be prepared with: a) potential partner description(s); b) Lakehead University contacts; c) scope of intent; and d) required minimum resources.

Lakehead University will establish a mechanism for efficient seed-funding raised from internal and external sources, including active participation by academic units. By December 2010, Lakehead University will have identified at least five initiatives for joint degrees and will have established working committees for implementation. Collaborations are not intended to increase costs but to increase opportunities for diversity and for additional revenue.

Distance learning opportunities will be evaluated as an alternative to study in-country (Canada). By December 2010 (and prior to any formal joint degree agreements) at least five courses (or components thereof) will have been tested for distance delivery to international institutions.

Lakehead University will take the lead in establishing joint management teams to ensure programming, curricula, mechanisms for exchanges and completion of required formal agreements are accomplished. By 2013 the five identified joint programs will have been initiated. *(Some examples of model specifics are offered in Appendix I.)*

Objective: Lakehead University has a responsibility to raise students' awareness about environmental issues, their health, and sustainability.

Rationale: One of the objectives in the Mission Statement is to educate students to be aware of social and environmental responsibilities.

Expectations: Activities and policies that promote more sustainable life styles, raise awareness, or promote debate about environmental issues will be encouraged. Where appropriate, University courses should include topics and issues relating to the environment and sustainability.

Objective: Opportunities will be created to provide students with an enhanced learning experience.

Rationale: Lakehead University is committed to enhancing students' learning opportunities and learning experiences beyond the classroom setting as well as within it.

Expectations: There should be an increase in the frequency and number of lecture series. As well, a speaker who is on campus for a speaking engagement should be encouraged to be available for in-class and out-of-class meetings with interested students. These enhanced learning opportunities include: expanding existing lectures and lecture series and/or inaugurating new lecture series; hosting more

academic conferences that attract major scholars from elsewhere to either campus; making visiting speakers and scholars available to meet with faculty and students so as to enable consultation where possible, and holding workshops in some disciplines either on or off campus. For example, a major poet or novelist could offer an open workshop in composition which is simultaneously connected to a class in creative writing, or a specialist archivist could offer an intensive workshop on the archiving of various materials open to the university community and the public.

Objective: Lakehead University will increase the comprehensive nature of the Orillia Campus by providing varsity and intramural athletic programs.

Rationale: Athletic programs offer a way to attract students, expand regional awareness/reputation, afford the students the opportunities to improve their fitness levels and physical skills, and increase school spirit. The Orillia Campus needs to develop an athletics program that would be relatively inexpensive while adding to the quality of student life and the comprehensiveness of the Orillia Campus.

Expectations: Initially, LUSU, in conjunction with the Athletics Department, will provide a small budget for Orillia Campus intramural sports based on student fees. Various nearby facilities could be rented for this purpose. Students will be encouraged to develop intramural sports activities.

Although no athletic facilities will be built from University funds, varsity sports such as soccer and volleyball, could be developed at the Orillia campus. For example, the City of Orillia has committed to developing a twin-pad hockey arena, playing fields, tennis courts and a track adjacent to the permanent Orillia Campus. By 2010, there will be one male and one female varsity team, and by 2013, there will be at least two male and two female varsity teams. Students will be consulted regarding the types of sports to be selected.

Thunder Bay based varsity teams will play in or near Orillia to give exposure to the University, increase spectator options in Orillia, and give additional spectator support to Thunder Bay teams when on the road. At least one event for a Thunder Bay varsity team will be played in or near Orillia per year in 2010, 2011 and 2012, with at least two such events by 2013.

RESEARCH GROWTH

Lakehead University has become a comprehensive, rather than a primarily undergraduate university. Significant national and international research profiles are important components of being a comprehensive university. The Strategic Plan 2010-2013 builds on and articulates strategies to help achieve the vision and goals of Lakehead University's Strategic Research Plan 2007-2012. There is an

expectation that a new Strategic Research Plan extending beyond 2012 will be developed and approved.

The Research Goal identified in the Strategic Research Plan is to “become one of the top 25 research-intensive universities in Canada” as identified by ReSearch Infosource. Some of this anticipated growth will come from the affiliations Lakehead University has developed with the Northern Ontario School of Medicine and the Thunder Bay Regional Research Institute. Lakehead has improved significantly in the ReSearch Infosource rankings, moving up from #38 (\$9,252,000 funded research) in 2004 to #30 (\$20,129,000 funded research) in 2008, an increase of 107% in research funding.

The Strategic Research Plan identifies Lakehead’s Research Mission as a commitment to “excellence and innovation in research, scholarly work, and other creative activities” and in valuing “the research contributions and achievements of its people, as well as the diversity of their ideas emerging from all disciplines.” In keeping with the Research Mission statement, Lakehead University supports and celebrates all research, scholarly work and creative activities. The University recognizes that a significant amount of research, scholarly and creative work does not result in large grants, since much excellent work requires little or no funding. The University values its basic and applied research equally.

Objective: Lakehead University will continue to increase its research productivity and funding.

Rationale: As Lakehead University continues to redefine itself as a comprehensive, rather than a primarily undergraduate university, the University will increase research productivity and funding. The latter is particularly important to our goal of becoming one of the Top 25 Research Universities in Canada, as defined by ReSearch Infosource.

Expectations: The Research Office, in conjunction with the Faculty Deans, will facilitate research productivity that is aligned with the strategic research priorities identified in the Strategic Research Plan, in order to increase Lakehead University’s competitive advantage for receiving external funding from funding bodies that require the identification of priority research areas. The Dean of each Faculty is responsible for measuring the research productivity of his/her faculty members and monitoring and supporting the research, scholarly and creative projects of all faculty members. This support will include, but not be limited to, identifying and facilitating research that falls into the priority areas identified in the Strategic Research Plan.

Objective: By 2013, Lakehead University will increase its overall research funding level by at least 50% from the \$16 million achieved in 2007 to \$24 million.

Rationale: In aiming to become one of the Top 25 Research Universities in Canada, Lakehead University must increase its research funding and research productivity. In 2008, funding already had reached \$20 M or half the target in a single year, so the objective is reasonable and attainable.

Expectations: In order to ensure all funding is included in the reporting of Lakehead University's overall research funding, a transparent strategy will be developed, in consultation with the Senate Research Committee, to ensure that all research funding is accounted for. By 2013, each Faculty should develop a plan to increase their research funding by at least 50% from the 2007 levels.

Objective: Lakehead University will recruit and retain faculty with excellence in teaching and research. As long as specific teaching needs of individual academic units are addressed, and provided that each candidate's teaching qualifications are satisfactory, the recruitment of new faculty members at Lakehead, in accordance with Lakehead University's Strategic Research Plan 2007-2012, should emphasize the candidate's research potential and excellence as well as other institutional priorities such as diversity.

Rationale: In order to become one of the Top 25 Research Universities, Lakehead University needs to focus its resources towards priority research areas. As clearly as possible, academic units need to define their research expectations and to build on their respective research priorities. We must be in a position to invest scarce internal and external resources in focused research areas where we have a unique advantage and strength.

In a fiscally challenged environment, universities have had to declare areas of research focus in order to increase research capacity and to compete nationally for funds from programs like the Canada Research Chairs (CRC), Canada Foundation for Innovation (CFI) and NSERC Research Capacity Development Program. These programs require universities to have clearly defined areas of priority in order to be eligible to apply and receive their funding. At the same time, Lakehead University should ensure that those researchers and scholars not linked to a focus area have the opportunity to follow their respective research programs.

Expectations: To strengthen the University's research agenda, whenever possible, academic units will provide a rationale for faculty positions that establishes linkages to the institutional areas of research focus when advertising for and hiring new faculty. This information will be provided as part of the request to fill any faculty position.

Objective: Annually, each academic unit will clearly define their faculty research expectations and performance review criteria.

Rationale: Academic units need to define, as clearly as possible, their expectations to build their research productivity. In defining expectations for research productivity, it is recognized that a significant amount of research, scholarly and creative work does not result in large grants. Annual research productivity expectations will vary from one academic unit to another. Clarification of these

expectations will aid the Tenure, Promotion and Renewal Committees and the Merit Committees as they review faculty research productivity credentials.

Expectation: By 2011, in consultation with the Faculty Dean, academic units will develop research expectations and annual research performance review criteria.

Objective: Lakehead University will continue to be involved in Aboriginal research.

Rationale: Aboriginal research should provide greater understanding of Aboriginal issues including social, economic, educational, and political issues confronting Aboriginal communities.

Aboriginal research should contribute to identifying solutions and to supporting Aboriginal peoples' aspirations for an improved quality of life in Aboriginal communities.

Expectations: Lakehead University will encourage Faculties and Departments to address Aboriginal issues as part of their research activity and will facilitate research based partnerships with Aboriginal communities.

Objective: Lakehead University will educate faculty on technology transfer opportunities.

Rationale: External sources of funding for research projects at Lakehead University are critical to the reputation of the University, and research projects receiving funding are often expected to show links to outcomes of technology transfer especially commercialization. Technology transfer encompasses a wide spectrum of activities from industry sponsored research collaborations, to licensing and start-up company development, to copyrights to publication of research results, and patents.

Partnerships increase research activity and can help with commercialization opportunities. As faculty may not have established contacts or partnerships related to the research project, the Innovation Management Office will offer assistance in contacting possible partners and establishing partnerships related to research with commercial potential.

Expectations: To increase opportunities for commercializing the results of research, faculty must be provided with additional education relating to the value of technology transfer to the University, particularly what technology transfer means, how it benefits research, and the capacity of the Innovation Management Office to assist faculty with patents, copyrights, partnerships, and commercialization of research results. The Innovation Management Office shall provide educational workshops, seminars, and new faculty orientation at the department level, regarding the role and value

of commercialization. Technology transfer guest lecturers should be invited to speak during Research Week.

The Innovation Management Office, under the direction of the VP (Research), will determine appropriate goals and levels for commercialization to be established for 2013.

The Innovation Management Office will continue to develop strategic partnerships that will enhance the commercialization of research and provide economic benefits to the local region.

The Innovation Management Office will work closely with external sources, including the Ontario Partnership for Innovation and Commercialization and the Ontario Centres of Excellence, to exchange information and to realize all possible opportunities related to technology transfer.

Objective: Lakehead University will increase its knowledge transfer with respect to research activities and results.

Rationale: In addition to patents and commercialization of research, technology transfer may also include research findings or processes that enable governments and industry as well as civil society to benefit from applied research. This includes attitudinal changes which may lead to better policies, increased competitiveness and improved practices, as well as more effective public engagement in societal affairs such as working to solve basic and applied international problems with international partners from private and public, government and non-government sectors.

Knowledge transfer is a form of extension that is an effective mechanism to develop new student-centred teaching/learning methods and materials for undergraduate and graduate academic programming.

Expectations: Faculty conducting applied research will consider making knowledge transfer of the results a major expectation.

Researchers should collaborate with the Office of Continuing Education and Distributed Learning (CEDL) and the Office of Communications whenever feasible to ensure maximum exposure of research results to potential beneficiaries. CEDL and the Office of Communications will record the number of faculty and research projects that are disseminated to the external community and will assist with forging linkages related to research on teaching and learning. ReSearch Infosource and media hits can be used to evaluate the dissemination of research findings. The results of the collaboration, data collection and monitoring of "hits" will be used to measure the effectiveness of the knowledge transfer.

Objective: Lakehead University will continue to encourage research collaboration among its varied divisions and departments.

Rationale: Enhancing collaborations among academic units' researchers has much potential, such as helping to make research proposals for SSHRC and CHIR more competitive.

Expectation: Interdisciplinary research proposals will be encouraged in order to enhance and strengthen interdisciplinary programs. Barriers that may exist between units will be identified and removed if necessary to achieve more interdisciplinary research collaborations.

Objective: Lakehead University will increase public visibility and recognition of scholars (faculty and students) at both campuses.

Rationale: An important indicator of research excellence at Lakehead University is the recognition of its faculty, graduate students, and undergraduate students at provincial, national, and international levels. A reputation for research excellence attracts top quality faculty and students and additional research funding.

Expectations: The Research Office will manage the nominations of scholars for research awards. The Research Office will create a database that will contain information about the number of award applications submitted annually by individuals at Lakehead University, the number of successful nominations for awards, a list of faculty on committees adjudicating awards, and a list of all potential awards.

The Research Office will facilitate and prepare research award nominations on behalf of, and in association with, nominators at Lakehead University. The Research Office will contact Deans, Chairs and faculty providing information on deadline dates and application procedures in order to solicit and encourage potential candidates and the Research Office will assist with the gathering and preparation of nomination submissions. Faculty will be encouraged to participate on committees adjudicating awards to raise the profile of researchers at Lakehead University.

Objective: The number of named awards available to graduate students will be increased.

Rationale: To remain competitive with other institutions, Lakehead University must increase the number of graduate awards available to both domestic and international students.

Expectations: New awards will be developed during each year of the Strategic Plan. The Office of Advancement will work with the Deans to solicit funds and sustain these awards. Some of the awards

would form matching funds for OGS Scholarships to ensure that Lakehead maximizes its potential graduate student allocation.

Objective: Graduate Research Assistants will be assigned to research projects enabling faculty to undertake research projects while continuing excellence in teaching at the University.

Rationale: In order to foster overall increases in research, faculty will need assistance with research. Increasing the number of graduate programs, ensuring that funding is available for graduate assistants, and recruiting outstanding Graduate Research Assistants will provide faculty with assistance while growing research at Lakehead University.

Expectations: To provide for increased research growth, the Faculty of Graduate Studies, the Office of Admissions and Recruitment, and Faculties will work in collaboration to ensure that outstanding Graduate Assistants are assigned to research projects. The Faculty of Graduate Studies will define detailed expectations for Research Assistants.

DIVERSITY

Lakehead University supports the diversity of its community as a source of human excellence, cultural enrichment and social strength. The worth and dignity of all members of our academic community regardless of race, ethnicity, culture, religion, nationality, sexual orientation, age, gender, ability, or socio-economic status should be embraced. The vision statement indicates that the University “will reflect and serve Aboriginal and other diverse cultures, institutions and organizations as it reaches out regionally, nationally and globally”. Our university community acknowledges that the responsibility for enhancing the representation of persons from diverse backgrounds and cultures cannot be singularly assigned to any one office. All segments of the university community must be committed to, actively engaged in, and evaluated on the initiatives and measures they take to make the University a more diverse and welcoming place. As examples, increased recruitment of international students and increased global experience for domestic students would provide greater cultural awareness for our students. Targeted recruitment, cultural support programs, innovation in the development of culturally sensitive and appropriate curricula, and expanded global research are other examples of diversity initiatives.

Understanding both the benefits and the challenges of diversity within a learning community is essential to developing leaders for the global community. Faculty are encouraged to include material in their curricula to stimulate classroom discussions about issues pertaining to diversity, including cross-cultural life experiences and perceptions, as well as the beliefs and behaviours of diverse cultures. Exposure to

other languages, cultures and intellectual traditions enriches the educational experience of all students and better prepares graduates to function effectively in our pluralistic society.

Objective: Lakehead University will promote awareness, understanding and respect for diverse cultures.

Rationale: A culturally diverse representation of students, faculty and staff at Lakehead University interacting in discussions about cross-cultural experiences in the classroom and interacting in social situations promotes understanding and respect for diverse cultures.

Because of the high Aboriginal student populations in northern and central Ontario, and the commitment to acknowledge the unique place of Aboriginal peoples in the Canadian Constitution (with its legal implications) and the growing involvement of Aboriginal peoples in resource development in the north, there will be a strong emphasis on Aboriginal issues. In 2008, Lakehead University established a sub-committee to the Senate Academic Committee which includes representatives from the Aboriginal Management Council and the Aboriginal Advisors Committee. This sub-committee is responsible for ensuring Aboriginal perspectives are included in relevant academic decision-making. This sub-committee has a role to play in developing new policies related to awareness and understanding.

A heightened level of internationalization at both Lakehead University campuses requires designated measures aimed at insuring a welcoming environment for visiting students, staff and faculty. The natural and convenient tendencies for individuals and groups of differing nationality, language and race to segregate and isolate need to be challenged with respect and sensitivity. Appropriate and deliberate interaction in both academic and social settings is key to improving cross-cultural understanding and appreciation.

Expectations: Lakehead University will implement the requirement that all students prior to graduating from Lakehead University take one course from an offering of several courses across the curriculum on awareness and understanding of diverse cultures, with a strong emphasis on Aboriginal interests. This requirement would be implemented by September 2011. The Senate academic committees will determine the criteria for such a course and the Senate Undergraduate Studies Committee will evaluate which courses meet these criteria.

Administration will develop strategies to facilitate appropriate interaction of staff and faculty with students, staff, and faculty of diverse cultures.

As part of the strategy to promote interactions with other cultures on campus, Lakehead University will increase efforts to recruit Aboriginal and international students and will provide a structure for the purpose of supporting and retaining these students through broadening the respect for and knowledge of diverse cultures.

Faculties and departments will develop and advance Lakehead University's relationships with Aboriginal communities and international relationships with other universities and institutions by the end of 2010.

Objective: Lakehead University will increase the number of Aboriginal students on both campuses and at a distance, and increase Aboriginal involvement in a wider spectrum of programs and activities.

Rationale: Through the Aboriginal Management Council, membership organizations have identified the need for Aboriginals with post-secondary education in a broader spectrum of academic specializations and activities. Through new and continued collaborations with Aboriginal communities and Lakehead University, recruitment and retention to the post-secondary academic programming needed in Aboriginal communities can be addressed.

Expectations: The total number of self-declared Aboriginal students enrolled will be increased annually across university programs. The Faculties, in conjunction with Aboriginal Initiatives, the Aboriginal Management Council, and CEDL (as applicable for distributed learning programming), will work to develop programs and strategies that meet the needs of the Aboriginal communities for post-secondary education, including the significant enhancement of transitional and access programming and co-op options. Distributed learning courses will be offered to and/or in remote communities to encourage participation in university level courses to those unable to leave their home to come to the University campus.

Faculties and departments, especially those offering support and administrative services such as the Registrar's Office, Admissions and Recruitment, Student Affairs, Instructional Development Centre, Human Resources, and other relevant departments, will raise their own awareness about Aboriginal issues and become integrally involved and supportive of Aboriginal recruitment, support services, initiatives and programming. These Faculties, departments and relevant administrative units will work with the Aboriginal Initiatives Office to examine the results and comments from the Aboriginal Cultural Support Services (ACSS) student surveys and other studies such as the Report Prepared for the Association of Universities and Colleges of Canada – "Redressing the Balance: Canadian University Programs in Support of Aboriginal Students, to identify and improve recruitment and retention of Aboriginal students."

Objective: Lakehead University is committed to supporting academic units in developing new opportunities and expanding upon existing partnerships for cooperation with the private and public sectors; First Nation, Métis, and Inuit communities; and appropriate international partners.

Rationale: The Lakehead University Vision Statement states that "Lakehead University is dedicated to working with Aboriginal peoples in furthering their educational aspirations. Building on its accomplishments and partnerships and recognizing its role in Northwestern Ontario and Central Ontario, Lakehead University reaches out regionally, nationally and internationally." Lakehead

University will reach out to provide academic opportunities that meet identified regional, national, and international needs.

Expectations: Academic units, Technology Services Centre (TSC) and CEDL will be required to develop business plans for their existing cooperative initiatives. The plans will include descriptions of the programs, return on investment and financial sustainability, the duration and continuity of the programs, the major method of delivery, and their impact on the academic and service units. New opportunities for cooperative initiatives will be developed by the academic units in consultation with TSC and CEDL and where applicable with Career & Co-op Services. Individuals may obtain degrees, certificates and/or credits through non-traditional structures and delivery modes. These programs may include research collaboration; support services; policy development; credit and non-credit courses; certification programs; and preparation programs for provincial, national and international designations such as CA, CMA, CGA and CFA.

The plans will be consolidated by the Faculty Dean and prioritized before being reviewed by the Deans' Council in May 2010. The recommendations of the Deans' Council will be submitted to the VP (Academic and Provost). The units will be responsible for implementing their plans and achieving their objectives. Start up funding needed for new initiatives that can demonstrate a sound business plan will be part of the budget decision for the 2011-2012 budget year.

Objective: Lakehead University will establish a "Culture Across the Curriculum" initiative that encourages faculty to introduce where appropriate course materials related to cultural frameworks, theories, and understanding.

Rationale: Interpretation of different cultures can be explored in many different ways. Perceptions based on cultural experiences of faculty members and students can be shared. This will increase knowledge and critical understanding about a uniquely Canadian perspective which includes diverse cultural and regional perspectives that fit a broader global world view.

Expectations: Each academic program will demonstrate that it is providing academic opportunities where students have a chance to experience broadly-based cultural diversity in a learning environment. To meet this objective, instructional development services will be provided as needed for faculty and students.

Objective: Lakehead University will continue to improve accessibility to the University's programs and facilities.

Rationale: Lakehead University recognizes both its moral and legal obligation to make its academic offerings and facilities as accessible as possible to all members of the community. While the University has made significant progress in this regard, many barriers, both physical and attitudinal, still exist and the efforts to reduce/remove them will take time, resources, and the continued commitment of the University.

Expectations: The Accessibility Committee will continue to address the accessibility needs of the Lakehead University community and will make recommendations regarding accessibility to the Administrative Executive Committee.

APPENDIX I

Model specifics for international collaborations:

- 1) Initial efforts will focus on mature institutions (with established network/internet infrastructure) where we have already established some level of collaboration and/or statement of interest for joint programming at the undergraduate level for four-year degrees. These include institutions in China, India, Ghana, Egypt to name a few.
- 2) Degree offerings will jointly be designed (all four years) to ensure that the degrees have full relevance in the collaborating country and not just serve as a tool for seeking landed immigrant status. This will also ensure that the degrees qualify under the Framework for Higher Education Qualifications in Canada (this is essential to ensure that students can use their joint degrees in the most competitive manner including entry to graduate programs at home or abroad).
- 3) Students should spend the first two or three years at their home institution and if so required, students should prepare for and pass TOEFL or IELTS.
- 4) Upon passing all requirements at the home institution, students will enter their 3rd or final year with all instruction in English either by attending Lakehead University in person or attending Lakehead (Thunder Bay or Orillia) by distributed learning means (either electronically or by visiting faculty).
- 5) The collaborating institution must ensure that the degree fulfills all domestic requirements for approvals/accreditation and other criteria.
- 6) The collaborating institution must ensure that the degree is fully supported with adequate staffing, teaching materials, teaching facilities and appropriate administration support.
- 7) Lakehead University will provide training to faculty at the collaborating institution on teaching methodology with a focus on student centered learning.
- 8) Lakehead University and the collaborating institution will jointly manage the degree through a management committee effectively functioning as a joint faculty council, if possible. Financial management for the portion of the degree study in the home country is fully the responsibility of the partner institution.
- 9) Tuition costs at Lakehead University will be set according to Lakehead University standards used for any visa student with the following conditions:

- a) Lakehead University will aggressively seek out external funding and if successful use it to offset tuition costs and program development costs (both at Lakehead and with the collaborating institution – including travel costs) in the early implementation of programs.
 - b) Lakehead University will set aside a nominal portion (10 – 15%) of paid tuition to assist in costs incurred by Lakehead to assist with program development.
- 10) On-campus lodging for visiting/exchange faculty will be made available by each institution.
- 11) Other areas to be developed include joint marketing/recruitment, obligations, dispute resolution, duration of programs, termination of programs, intellectual property, confidentiality and liability.