

STRATEGIC MANDATE AGREEMENT

Lakehead University Ministry of Advanced Education and Skills Development 2017- 20

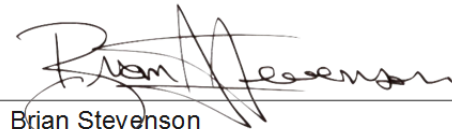
SIGNED for and on behalf of the Ministry of
Advanced Education and Skills Development
by:



Sheldon Levy
Deputy Minister

Date

SIGNED for and on behalf of Lakehead University by:



Brian Stevenson
President

October 24, 2017

Date



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Preamble

This Strategic Mandate Agreement between the Ministry of Advanced Education and Skills Development and Lakehead University outlines the role the University currently performs in Ontario's postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives and government priorities.

The Strategic Mandate Agreement (SMA):

- Identifies and explains the shared objectives and priorities between the Ontario government and the University;
- Outlines current and future areas of program strength;
- Supports the current vision, mission, and mandate of the University and established areas of strength within the context of the University's governing legislation;
- Describes the agreed-upon elements of the new university funding model, including:
 - a University's enrolment plans as well as their projections of their enrolments relative to their corridor midpoint and any desired changes to their corridor during the period of this SMA; and
 - differentiation areas of focus including metrics and targets.
- Provides information on the financial sustainability of the institution; and
- Informs Ministry decision-making and enables the Ministry to align its policies and processes to further support the University's areas of strength.

The term of the SMA is from April 1, 2017 to March 31, 2020.

The agreement may be amended in the event of substantive policy or program changes that would significantly affect joint commitments made in the SMA (e.g. Major Capacity Expansion, Highly Skilled Workforce, etc.). Any such amendment would be mutually agreed to in writing, dated, and signed by both signatories.

Ontario's Vision for Postsecondary Education

Ontario's colleges and universities will drive creativity, innovation, knowledge, skills development and community engagement through teaching and learning, research, and service.

Ontario's colleges and universities will put students first by providing the best possible learning experience for all qualified learners in an affordable and financially sustainable way, ensuring high quality and globally competitive outcomes for students and Ontario's economy.

Lakehead University Vision, Mission and Mandate

Vision: To provide a transformative university experience that is far from ordinary.

Mission: To be recognized as an innovative comprehensive university that provides an education that is about how to think, not what to think.

Belief: We believe our students make Lakehead University different. We believe that our students want an innovative comprehensive university where they have the highest chance of success. We believe that our students have the passion and drive to realize their dreams and succeed. We believe that our students want the intellectual freedom to pursue the unconventional. We believe in the diversity that comes from our students of many cultures and nations. We believe that our students are passionate about both their own individuality and their communities. We believe in our students.

Lakehead University's current Strategic Plan (2013-2018) focuses on five interdependent themes:

- Nurturing Scholarship
- Learner-Centred Student Experience
- Growth and Capacity Development
- Community Engagement
- Economic Development

These interdependent themes reflect Lakehead University's commitment to excellence in teaching, learning and scholarship, while recognizing and emphasizing the important role of the University in social and economic development of the communities in Northwestern Ontario and Simcoe County.

Mandate: Lakehead University's strategic mandate aligns with Ontario's Differentiation Policy Framework and with the Growth Plan for Northern Ontario (2011)¹ by:

- Transforming the expectations and the social circumstances of the people in the communities we serve and supporting the sustainable development of natural resources with a balanced approach to environmental, social and economic health
- Positioning Lakehead University as a strategic core engine in regional and national economic development and innovation
- Emphasizing quality experiential learning opportunities on and off campus, involving communities and delivering programs and courses that use a variety of innovative technology enabled applications
- Supporting student access, increased student mobility and new pathways across the province while increasing university participation rates in Northwestern Ontario and Simcoe County²
- Furthering the educational aspirations of Indigenous peoples
- Supporting and investing in basic and applied research, programs and infrastructure that address local and regional economic development opportunities
- Managing its affairs in a fiscally sustainable manner, consistent with the operating grant policies and the university's obligations

Aspirations

The Ministry recognizes the importance of supporting institutions to evolve and acknowledges the strategic aspirations of its postsecondary education institutions. The SMA is not intended to capture all decisions and issues in the postsecondary education system, as many will be addressed through the Ministry's policies and standard processes. The Ministry will not be approving any requests for capital funding or new program approvals, for example, through the SMA process.

Institutional Aspirations

As outlined in its 2013-2018 Strategic Plan, Lakehead University is committed to the following:

- Nurturing scholarship: Lakehead University will be recognized for the excellence of its scholarship, the cohesive integration of teaching, learning and research, the fostering of intellectual freedom and the incorporation of disciplines into an integrated, multidisciplinary framework.
- Learner-centred student experience: Lakehead University students will be offered a unique experience that combines opportunities for an active lifestyle with integrated student supports in a collaborative learning environment.

¹ The Growth Plan for Northern Ontario, 2011 was released by the Ministry of Infrastructure on March 4, 2011. The Plan's policies are built upon six themes that contribute to the region's long-term sustainability and prosperity: Economy, People, Communities, Aboriginal Peoples, Infrastructure and Environment.

² The percent of the population age 15 and over with a university certificate, diploma or degree is ~14% in both Northwestern Ontario and Simcoe County. This compares to ~29% in Ontario and ~26% in Canada (Statistics Canada, National Household Survey: Education and Labour – Education in Canada: Attainment, Field of Study and Location of Study, National Household Survey year 2011).

- Growth and capacity development: Lakehead University will achieve overall enrolment in excess of 10,000 students. As a result, Lakehead University will be broader, deeper and more sustainable.
- Community engagement: Lakehead University will engage in authentic and meaningful partnerships with individuals, alumni, communities, Indigenous peoples, non-governmental organizations, governments, businesses and associations with whom we share a common vision and interest.
- Economic development: Lakehead University will contribute to and support the social and economic prosperity of Northern Ontario and Simcoe County communities through research, education, knowledge transfer, the training of highly-qualified personnel, commercialization and centres of excellence.

The Board of Governors is currently developing the 2018-2023 Strategic Plan, which will come into effect during the SMA2 period.

Shared Objectives and Priorities for Differentiation

1.0 Student Experience

This section captures institutional strengths in improving student experience, outcomes and success. This section recognizes institutions for measuring the broader learning environment, such as continuity of learning pathways; retention; student satisfaction; co-curricular activities and records; career preparedness; and student services and supports.

Institutional Approach to Improving Student Experience

Lakehead University's 2012-2017 Academic Plan has set achieving excellence in teaching, learning and research as its first priority. The Academic Plan has articulated a comprehensive action plan designed to guide Lakehead University in achieving:

- High-quality undergraduate and graduate programs
- Engaged and successful students, faculty and staff
- Intense research, scholarly and creative activity

As part of its broader strategy to nurture scholarship, provide a learner-centred experience and continue to develop capacity, Lakehead has developed a Strategic Enrollment Management (SEM) framework that has laid the groundwork for implementation of a Strategic Enrollment Management Plan across the Lakehead University community. The SEM governance structure includes a Sub-Committee on Student Success and Retention that is evaluating existing data and patterns related to student retention and helping to steer future strategies for student success, engagement and retention.

In addition to SEM, Lakehead undertook key initiatives between 2015-2017 to improve both student satisfaction and retention on both campuses.

Starting in the fall of 2015, Lakehead University engaged the Vocantas Scaller program, through which automated calls are made to every student. This prompts students to engage to determine if they would benefit from additional information relating to key areas of support and subsequently connects them with appropriate support services. Scaller was launched across both campuses with campaigns in both the fall and winter terms. In the 2016/17 fall term over 5,500 automated calls resulted in the identification of nearly 1,300 students (including 305 first-year and 954 upper-year students) who needed some form of support.

In the winter of 2016, Lakehead launched its first annual Student Appreciation Week. Held at the end of February on both campuses, this initiative was designed to reach out to students to foster a climate of support, engagement and appreciation at this critical period in the academic year. It is estimated that this initiative engaged with over 2,500 students across both campuses.

In response to a student-led referendum, 84.1 per cent of student voters expressed support for a Fall Study Break. With Lakehead Senate approval, the first Study Break took place in October 2016 as a three-year pilot.

In January 2016, Lakehead launched the first phase of a student leadership development program. The program, called EXCEL, is based on the Social Change Model of Leadership where, to receive recognition, students must participate in a series of leadership workshops, engage in a minimum number of volunteer work hours and complete a personal reflection assignment. Thirty-three students participated in the Winter 2016 term. Lakehead also launched its first Leadership Reception and Award event to recognize the accomplishments of students exemplifying exceptional leadership skills in the university community and in their home communities. Phase two of the program will launch during the next academic year.

To further support transition from postsecondary education to employment, Lakehead's Student Success Centre (SSC) hosted 27 employer information sessions, and seven career fairs throughout the 2015-16 academic year to assist students find part-time employment during their studies and full-time employment post-graduation. As of November 2016, the SSC's employment database contains over 2,200 employment contacts. Individual faculties and departments, such as the Faculty of Natural Resources Management and the School of Social Work, are also proactive in providing links to employment databases in their fields.

In the spring of 2017, Enrolment Services - Student Awards and Financial Aid, in partnership with the SSC, launched a renewed Summer Work Study Program that focuses on better preparing students for the workforce, developing skills around the theme of professionalism and time management strategies. Building a better knowledge of transferable skills and how they relate to specific careers will be an area of focus. Annually, the Work Study Program provides on-campus employment opportunities to more than 100 students during the spring/summer and fall/winter terms.

Under the leadership of the Lakehead University Librarian, the libraries continue to transform and provide vibrant spaces and relevant services that support student-centred learning, scholarly communication and research. In the last three years, the collections located in the Chancellor Paterson Library's ground floor made way for classrooms, meeting spaces and services focused on international students. Now in one central building, international students can get access to support for technology, library services and academic tutoring. The technology help desk is now fully integrated into the Paterson Library and the Academic Support Zone has moved to a larger space in the Library and offers writing, math and science support services. Online services are fully mobile, with integrated search tools, online booking of study rooms and personalized research consultations with librarians. Digital collections include a wide access to scholarly journals, books and streaming videos and all library course resources are available through Lakehead's myCourseLink learning management platform. Collaborative projects provide researchers with access to research data support and support for scholarly communication.

In recognition of the digital world in which today's students live and learn, Lakehead has invested in further development of its online capabilities. A number of services have been moved to online access to allow for an improved student experience, including a revamped registration and course schedule builder, program change application, miscellaneous fee collection, registration and overload permissions. The [Lakehead University website](#) has been redesigned to include a new mobile friendly interface.

Examples of Institutional Initiatives

Co-Curricular Record (CCR)

Lakehead University adopted the CCR in 2013. The CCR is designed to complement the student's academic transcript when applying for jobs or for admission to professional or post-graduate programs. For the past four years the CCR has grown in usefulness as students, staff and faculty become familiar with the software and understand its purpose. The CCR allows undergraduate and graduate students to highlight their significant contributions to the Lakehead University community in areas of leadership, governance, volunteering, mentorship, athletic and team activities. The CCR helps students recognize and communicate the link between transferable skills developed in the classroom and their extra-curricular activities. For an activity to be validated by an identified third party, the activity must provide students with meaningful learning outcomes and skills identified across a number of areas, including celebrating diversity, leadership development, community engagement and civic responsibility and environmental consciousness.

Student success and One-Stop Shop: Comprehensive face-to-face and virtual academic support services

Lakehead University's 2013-2018 Strategic Plan included the continued development of a learner-centered student experience as a key priority, focusing on the creation of a one-stop approach of easy access to services. Introduction of a one-stop approach would improve interactions with students from enrolment through their academic career to graduation, along with building and maintaining an outstanding series of online tools that ensures students have a quick and easy way to conduct their university business.

In 2015, Lakehead successfully launched 'Student Central' on the Orillia campus. The value of the One-Stop model has been confirmed in this setting and will continue to be supported. Starting in the summer of 2017, Student Central was open for students on the Thunder Bay campus.

Student Central creates a single point of contact for many administrative services through co-location of services into one central office, making services and information more accessible. Through adopting a whole student approach, Student Central focuses on all aspects affecting a student's goals, improves self-service options for students and empowers staff to make decisions on the front line. By making it easier for students to identify how to access financial and academic supports and reducing the burden on students in accessing services, centralizing student services will also support student retention.

Northwest Coordinated Learning Access Network (CLAN)

Lakehead’s Office of Aboriginal Initiatives hosts the Northwest Coordinated Learning Access Network (NW CLAN). Launched in 2014, this network builds partnerships with local and regional businesses and educational institutions to maximize access for Indigenous and non-Indigenous peoples to workforce training and development. CLAN showcases the many ways training and education can create pathways to employment, contribute to economic development, environmental protection and the sustainable development priorities of Indigenous peoples. It breaks down silos to help the citizens of Northwestern Ontario work together to build well-being for Indigenous people. Lakehead’s Student Success Centre and the Office of Aboriginal Initiatives encourage students to register with NW CLAN, resulting in a registration to date of 484 job-seekers and 38 employers. Employers can search based on skills and reach out to possible employees. A benefit of CLAN is that the search process focuses exclusively on the applicant’s skills and abilities and is “blind” to such elements as ethnicity and disability, minimizing potential biases in the hiring process.]

Metrics and Targets

| System-Wide Metrics | 2019-20 Target |
|--|----------------|
| Proportion of fourth year students with two or more High-Impact Practices (HIPs) (from the National Survey of Student Engagement) | 55% - 65% |
| Year 1 to Year 2 retention (from the Consortium for Student Retention Data Exchange) | 80% - 85% |
| Proportion of operating expenditures on student services, net of student assistance (as reported in the Council of University Finance Officers data) | 10% - 13% |

| Institution-Specific Metrics | 2019-20 Target |
|---|---|
| National Survey of Student Engagement (NSSE) student-reported satisfaction: overall experience ³ | First Year: 2.7 – 3.2 Senior Year: 2.7 – 3.2 |
| NSSE student-reported satisfaction: choice ⁴ | First Year: 2.7 – 3.2 Senior Year: 2.7 – 3.2 |
| Average number of HIPs per senior-year student | 1.7 – 2.0 |

³ NSSE mean score for Question “How would you evaluate your educational experience at this institution?”

⁴ NSSE mean score for Question “If you could start over again, would you go to the same institution you are now attending?”

2.0 Innovation in Teaching and Learning Excellence

This section focuses on innovative efforts including pedagogical approaches, program delivery and student services that contribute to a highly skilled workforce and ensure positive student outcomes.

This section captures institutional strengths in delivering high-quality learning experiences, such as experiential, entrepreneurial, personalized and digital learning, to prepare students for rewarding careers. It includes recognition of student competencies that improve employability.

It begins to identify indicators of quality that are currently available and within an institution's control.

Institutional Approach to Innovation in Teaching and Learning Excellence

At Lakehead, there is a clear understanding that experiential learning and opportunities to participate in research inform critical thinking and develop innovative inquiry capabilities.

Lakehead University's 2013-2018 Strategic Plan recognizes that Lakehead students' educational experience must be delivered in a seamless manner and that experiences outside the classroom must be just as unique and transformational as inside the classroom. To achieve this goal, Lakehead provides a culture based on experiential and collaborative learning, enhanced by the natural advantages of its two campuses.

The Lakehead University 2012-2017 Academic Plan similarly focuses on achieving an engaged, learner-centered student and faculty community. Lakehead University prides itself on the quality of teaching and student experience, qualities reflected in undergraduate and graduate learner outcomes across the curriculum. Student-faculty ratios are favourable, experiential learning is core to the learners' experience and student evaluations of teaching performance consistently indicate that the instructors at Lakehead University are highly regarded by their students. External reviews of undergraduate and graduate programs are extremely strong.

Experiential Learning

Within the context of the Strategic and Academic Plans, experiential learning opportunities on both campuses augment student learning with authentic application to the environment and communities in which Lakehead is located. Students in every one of the faculties are actively living and learning in their field, participating in Community Service Learning (CSL), co-operative education (co-op), laboratories, practica, internships and clinical experiences. This is evidenced by over 81 per cent of Lakehead University senior year students identifying that they have either participated in, or plan to participate in, at least one high-impact practice, and over 53 per cent

indicating they have participated in at least two high impact practices such as an internship, co-op, field experience, student teaching, or clinical placement during their undergraduate degree.⁵

Experiential learning opportunities are embedded into every program at Lakehead University and help facilitate transition into the workforce upon graduation through development of core competencies, the ability of students to articulate their skills to potential employers, and the development of professional networks at an early stage.

The Natural Sciences and Engineering Research Council of Canada (NSERC) Collaborative Research and Training Experience (CREATE) program in medical imaging, supported by a \$1.6 million grant, is an example of the type of professionally driven experiential opportunities available at Lakehead. The program focuses on highly skilled “employer ready” training and involves undergraduate summer students, graduate students and postdoctoral fellows. Further illustrating the breadth and innovative nature of experiential learning opportunities at Lakehead, the English Department partnered with Outdoor Recreation to offer students an opportunity to participate in “Adventure Writing” by embarking on a winter camping/dog-sledding expedition during Reading Week. Students also have the opportunity to work as editorial interns on *Amodern*, a peer-reviewed scholarly journal co-edited by a faculty member in the Department of English. Many programs at Lakehead include a CSL component. For example, in 2015-16, Business students in a Social Enterprise class conducted a strategic analysis of the feasibility of the Huronia Transition Homes’ agricultural plan.

Work Integrated Learning

Nearly 1,500, or 22 per cent, of Lakehead undergraduate students are enrolled in Education, Social Work or Nursing programs that include mandatory work placements:

- Education students must complete 100 days of placement
- Social Work students must complete two semesters of placements
- Nursing students complete three six-week placements.

These field education experiences are a supervised, integral component of the programs and help students develop competence, allowing them to apply their acquired theoretical knowledge.

Co-operative Learning

Lakehead is continuing to grow its co-operative education opportunities for undergraduate and graduate students. Between 2014-15 and 2015-16, participation in a co-op program increased 31 per cent for undergraduates and 77 per cent for graduate students. An employer engagement strategy for Lakehead was developed in 2015-16 to further increase the number and variety of employment experiences for co-op

⁵ National Survey on Student Experience (NSSE), 2017, Lakehead University Total. Lakehead performs above the provincial average in four of the six categories senior year students participate in, (service learning, learning community, research with a faculty member, and culminating senior experience).

students. As part of this strategy, Lakehead's Co-op and Employment Relations Officers are working in partnership with the Thunder Bay Chamber of Commerce, the Thunder Bay Community Economic Development Centre and are members of the Employment Plus Board run by the Thunder Bay Local Employment Planning Council. They have implemented a communication strategy with local employers to highlight the value of participating in co-operative education. Finally, Lakehead University upgraded its co-op and employment portal in 2015-16. The new portal streamlines student applications to the co-op program and provides support for better tracking and administration, with a goal of increasing the number of students engaged in co-op.

Simulations and Field Experience

Hands-on learning opportunities are characterized by Lakehead's numerous field schools in programs including but not limited to: Geology, Geography, Kinesiology, Natural Resources Management (NRM) and Outdoor Recreation, Parks and Tourism. For example, the NRM program has a mandatory field school that students complete each year. Students receive work-integrated instruction on location in rural settings and conduct exercises in the field ranging from tree identification, resource inventory techniques and photogrammetry/remote sensing methods, to environmental and socio-economic impacts of resource extraction, forest management and forest policy. Skills learned in the field school help make Lakehead's NRM graduates employment-ready. Lakehead's location supports its field school offerings, with one student commenting "Lakehead University's geographical location made hands on learning in my area of study (Geology) some of the best the world has to offer. The Campus is a short drive to world class geological formations and field school."

The impact of these experiential learning opportunities is evidenced by the fact that Lakehead University graduates have high rates of employment. For example, Lakehead undergraduate students who graduated with a degree in 2013 had a higher employment rate than the provincial average (94.3 per cent compared to 93.6 per cent provincially). This is a consistent pattern of success - Lakehead's employment rate two years after graduation has been higher than the Ontario university system average for every year for the past five years. According to the 2016 Ontario Undergraduate Survey of the 2013 graduating class, once employed, 83 percent of Lakehead graduates are working in their field compared to the provincial average of 75 per cent.

Examples of Institutional Initiatives

To continue to meet the needs of both traditional and non-traditional learners, researchers, industry partners and faculty, Lakehead continues to develop new approaches to postsecondary education. Examples of experiential learning benefitting students and local communities, innovation hubs that facilitate the transition between university and industry, and adaptive pedagogical approaches that help meet the needs of diverse student populations include: Bora Laskin Faculty of Law Student Legal Aid Clinic, *Lakehead Innovates* and the Digital learning and the Teaching Commons: A Centre for Innovation and Excellence in Learning, as outlined below:

Bora Laskin Faculty of Law Student Legal Aid Clinic

Lakehead University's Bora Laskin Faculty of Law has developed a Student Legal Aid Clinic called Lakehead University Community Legal Services (LUCLS). LUCLS is a legal centre that provides law students with the opportunity to gain practical legal skills, while providing legal representation and advice to individuals who cannot afford to pay for a lawyer. The mandate supports and is intertwined with the three pillars of the Bora Laskin Faculty of Law, namely, Aboriginal law, Natural Resources and Environmental Law, and Small Firm and Sole Practice. To be eligible for service, prospective clients must meet the financial eligibility guidelines (low income) set out by Legal Aid Ontario. The Clinic currently provides services in the City of Thunder Bay and the Fort William First Nation and has plans for expansion to the municipality of Greenstone.

The Clinic allows second and third-year Lakehead Law students to assist members of the Thunder Bay community with real legal issues in selected areas of law. Students work in the clinic as part of their course work curriculum. Students who opt for this elective have several files assigned to them and are required to deal with all aspects of the file from beginning to end. Under the direct supervision of Review Counsel, they meet with prospective clients, attend court or tribunal appearances, conduct legal research, write opinion letters and negotiate outcomes.

The Community Legal Clinic is an exciting way for Lakehead students to have a dynamic, hands-on learning experience, while at the same time providing a much needed service to the Thunder Bay community. Following a successful partnership this year with Kinna-aweya Community Legal Clinic, LUCLS is in the process of launching services into the municipality of Greenstone.

Lakehead Innovates

Lakehead Innovates is a university-wide movement towards a thriving entrepreneurial culture on campus. Lakehead is committed to delivering programming, resources, curricula and space to students and faculty to pursue their entrepreneurial endeavors. *Lakehead Innovates* will bring the following initiatives together into one seamless offering that includes:

- The **Centre for Innovation and Entrepreneurship Research (CIER)**: This centre will promote and support research, and facilitate interdisciplinary research collaborations among faculty members. It will develop programming and support research grants and will also support undergraduate and graduate research to identify and explore innovation and entrepreneurship-related research topics that are relevant to the university, the local community and beyond. In addition, the Centre will develop an Advisory Board that will be linked to the community to help with the integration of the research centre with other entrepreneurship and innovation programming, as well as the shared use of space and other resources.
- **The Ingenuity District – A Space for Ideas and Ambition**: Lakehead University is creating a space where students can build startups and businesses and work in a collaborative environment. The *Ingenuity District* will provide students and faculty access to creative equipment and deliver services and programming for budding entrepreneurs. The goal is to create a thriving community of entrepreneurial thinkers who contribute to Thunder Bay's economic development and social economy. Ingenuity will be

located in the new Centre for Advanced Studies in Engineering and Science (CASES) building and will offer resources, programming, workshops, and a mentor network. It will also provide a direct connection to the Northwestern Ontario Innovation Centre, which will work in collaboration with Ingenuity to provide their resources, workshops and services to Lakehead students. In addition, other areas of campus will be utilized as breakout Ingenuity spaces: *Ingenuity Garage* will be a Makerspace; *Ingenuity Alley* will be an atrium with hot desks; Ingenuity App Hub will be a lab for app developers; and *Ingenuity Orillia* will be an innovative space located in Simcoe County.

- **Partners in Innovation and Entrepreneurship (PIE):** The on-campus Entrepreneurship Activities Program (OCEA) for Lakehead University and Confederation College is designed to promote youth employment and a culture of entrepreneurship on campus. Working with the Faculty of Business, PIE will create a place to provide entrepreneurship services and mentoring for the community, including First Nations Communities. This will include business plan development, scale-up development and matching with venture capital. The goal is to continue this work to provide Lakehead University with a campus-led accelerator in the coming years.
- **The Makerspace:** Engineering students contribute to an Engineering Equipment Endowment Fund that is aimed at supporting student projects and initiatives and is governed by a student board. Students partnered with the Faculty of Engineering to fund the development of the Makerspace (soon-to-be *Ingenuity Garage*) located in the Centennial Building. The space includes 3D printers, a laser cutter and a wide assortment of tools for creative design work. While the students use the space to develop and test their fourth-year required design projects, the real focus is on providing a space that allows students to pursue innovative projects, develop their fabrications skills and explore entrepreneurial ideas outside of the classroom.
- **Entrepreneurship Days:** Entrepreneurship Days were launched to promote the resources and programming that is available to students and to cultivate a culture of entrepreneurship on campus.
- **Entrepreneurship Certificate Program (Thunder Bay Campus) and Global Entrepreneurship Certificates and Major (Orillia Campus):** The Lakehead University Faculty of Business Administration has joined the ranks of elite business schools by earning the Association to Advance Collegiate Schools of Business (AACSB) certification. This globally recognized hallmark of excellence guarantees a challenging and relevant curriculum delivered by the most highly qualified faculty. The academic curricula are designed to improve the competence of individuals setting up and running their own businesses. Programs are designed with working adults in mind, to help bridge the skills gap and to meet the needs of a demanding, evolving and increasingly global workforce.
- **New Product Development Lab (NPDL):** The lab is a Lakehead University resource facility located in CASES to house new product development in science and engineering and encourage new business developments. Faculty will be able to rent the facility for a specific period of time to create products and participate in projects that link to research activity or to technical expertise at Lakehead, promote

economic development and provide training opportunities for students and interns. The lab will work with the Office of Graduate Studies to facilitate professional development workshops through Mitacs.

Digital learning and the Teaching Commons: A Centre for Innovation and Excellence in Learning

Lakehead University has a long history of providing online, blended and hybrid learning opportunities through its Office of Continuing Education and Distributed Learning (CEDL). As Ontario continues to see changes in student demographics and the need for ongoing skills development and life-long learning, the number of students, in particular non-traditional learners, who have taken advantage of courses offered online or offsite via video conferencing continues to grow.

- **Digital Learning** - Lakehead University has broadened the range of online courses, programs and services available to learners. The number of courses offered using high-definition immersive telepresence technology doubled between 2014-16 to 30 courses in 16 disciplines. Of these fully immersive telepresence courses, one graduate course included remote learners who were linked into the classes through mobile technology, allowing them to fully engage with their peers, the instructors and the content. Lakehead offers hybrid learning programs at every level of study, with all or the majority of course content available online. For example, Lakehead offers a three-year Bachelor of Arts degree that allows students to take any 15-course equivalents online. Lakehead's Masters of Education program, a flexible educational experience that works to meet students' academic, professional and personal goals, includes an on-campus component along with online courses. The University's Joint Doctor of Philosophy in Education is offered in conjunction with Universities of Brock and Windsor to provide students access to inter-university teams of instructors and supervisory committees, along with online and blended instructional delivery.

There are certificates and degrees, such as the Masters of Public Health (MPH), available entirely through distance education. The MPH program meets the needs of public health professionals who want to continue practicing their profession while studying. With the busy schedules of working professionals in mind, the program is practicum-based and offered both online and on campus to public health professionals across Canada.

In addition to the delivery of fully online or blended programs, Lakehead offered over 400 fully online courses across a number of disciplines. For example, in 2015-16 the development of a new online course for Law students, LAWS 1510, Foundations of Canadian Law, was funded through the Shared Online Course initiative. Designed to provide incoming law students with common foundations, the course introduces Canadian legal history, Indigenous terms, common and statute law, criminal and civil law, international law, statutory interpretation, the structure of the court system, legal philosophy, legal analysis, legal research, and legal writing. A team-taught course, LAWS 1510 features a number of professors from the Faculty of Law in video lectures and supplements this content with online readings, quizzes and written assessments.

Over the past three years, almost all on-campus course sections have made use of Lakehead's online D2L Learning Management System (LMS) to provide additional resources such as images, graphics, or videos (e.g., YouTube), providing preparatory resources for upcoming class discussions, uploading lecture notes and presentations, providing links to other online resources and/or posting documents such as the syllabus. The online learning management system may also be used to support class discussions and practice tests or quizzes. As a result, many instructors have adopted innovative practices, using educational technologies to connect theory and application more adeptly and to support a blended delivery model.

Exemplifying the innovative e-learning practices and experiences being incorporated into Lakehead's program delivery, its 2015 Distinguished Instructor has incorporated innovative methods of evaluation in his teaching approach, such as having students construct blogs and wikis and engaging them in open-access and other digital publishing tools. With the help of the Research Office, he has constructed an Open Access Media Lab, a publication infrastructure project where students can work as interns on scholarly projects and pursue their own digital media research.

- **A Space to Dream Big about Teaching** - Exemplifying Lakehead University's commitment to ongoing innovation in teaching and learning, a Provost's Task Force on Innovation and Excellence in Teaching, Learning and Technology (PTF) was tasked in 2014 with recommending specific sustainable initiatives and processes across Lakehead to foster a learner-centred environment and promoting innovative and effective teaching and learning practices at Lakehead University. The Task Force was charged with recommending institutional changes to organizational structure and infrastructure, policy and resource requirements to lay the groundwork for the development of an Advanced Teaching, Technology and Learning Centre. The PTF identified a series of recommendations and actions designed to enhance the resources available to faculty, staff and graduate students who are engaged in the development and delivery of curriculum.

As a result of the recommendations of the PTF, Lakehead University is developing a new centre ***The Teaching Commons: A Centre for Innovation and Excellence in Learning***. To be located on the renovated fifth floor of the Chancellor Paterson Library, the new centre will include a team of technology, pedagogy and curriculum specialists who will play a key role in supporting and improving technology-enabled learning on campus and in Lakehead's virtual and telepresence classrooms. An Indigenous Curriculum Specialist will support the implementation of Lakehead's Indigenous Content Requirement (ICR), as well as providing consultation and support services for faculty and staff related to resources, instructional design, strategies, assessment and the integration of learning technologies. The incumbent will work with faculty, staff and students to create learning environments in which Indigenous students feel safe and are able to provide input into ensuring curricula is in keeping with Indigenous worldviews. Similarly, an International Curriculum Specialist will ensure Lakehead's instructors are prepared for a diverse student culture with instructional development on integrating global perspectives into their curricula.

The Teaching Commons will advance scholarly and innovative approaches to teaching, learning, curriculum and digital learning technology practices within and across Lakehead University's diverse disciplinary and

cultural contexts, ensuring Lakehead University faculty and instructors continue to develop effective approaches to teaching in the context of an ever-changing local and global environment.

When officially opened in the fall of 2017, The Teaching Commons will focus on support, services, and scholarship in three areas: teaching, learning and pedagogy; learning technologies and innovation; and scholarship of teaching and learning.

Metrics and Targets

| System-Wide Metrics | 2019-20 Target |
|---|-----------------------|
| Composite score on National Survey of Student Engagement questions related to students' perceived gains in higher order learning outcomes | 26 - 28 |
| Proportion of programs with explicit curriculum maps and articulation of learning outcomes | 98% - 100% |
| Graduation rate (from the Consortium for Student Retention Data Exchange) | 60% - 65% |

| Institution-Specific Metrics | 2019-20 Target |
|---|-----------------------|
| Total number of students enrolled in an undergraduate program that includes an experiential learning component ⁶ | under development |

⁶ This metric is under development, with a definition and baseline to be established in 2017/18 in alignment with the provincial definition for Experiential Learning.

3.0 Access and Equity

This section recognizes institutions for their efforts in improving postsecondary education equity and access. Institutions play an important role in providing equitable and inclusive environments that make it possible for students from diverse communities to thrive and succeed.

Institutions will also be recognized for creating equitable access opportunities that can include multiple entrance pathways and flexible policies and programming, with the focus on students who, without interventions and support, would not otherwise participate in postsecondary education. Examples include outreach to marginalized youth, transition, bridging and access programs for adults with atypical education histories and who do not meet admission requirements.

Institutional Approach to Improving Access and Equity

As the Higher Education Quality Council of Ontario (HEQCO) identified in a recent analysis of university differentiation in Ontario, Lakehead is one of the province's "equity of access powerhouses." HEQCO identifies these universities as serving a greater proportion of underrepresented student groups and students with lower entering averages. This is reflected in Lakehead's history and complex student population:

- 50 per cent of undergraduate students on the Thunder Bay campus are from Northwestern Ontario
- 44 per cent of undergraduate students on the Orillia campus are from Simcoe County
- 12 per cent of domestic students self-identify as Indigenous/Aboriginal
- 56 per cent of undergraduate students are first-generation
- 56 per cent of undergraduate students receive OSAP based on student need
- The minimum application average for undergraduate programs is 70 per cent

Lakehead's commitment to offering every student a transformation experience is reflected in the support programs offered to students, the success of its retention and graduation rates and in strong employment outcomes of graduates.

Serving Northwestern Ontario and Simcoe County

Lakehead serves the local populations of Northwestern Ontario and Simcoe County. According to Statistics Canada, the percentage of the population aged 25 to 64 with a university degree in Northwestern Ontario (14.4 per cent) and Simcoe County (13.8 per cent) is substantially lower than the provincial average of 28.9 per cent. Additional obstacles to postsecondary education for residents of Northwestern Ontario include substantial barriers posed by its rural nature and significantly higher rates of poverty compared to the rest of Ontario.⁷

⁷ Statistics Canada, National Household Survey: Education and Labour – Education in Canada: Attainment, Field of Study and Location of Study, National Household Survey year 2011.

Lakehead is the university of choice for students from Northwestern Ontario, with 70% of all students from Northwestern Ontario who go to university attending Lakehead. Over half of the full-time undergraduate students on the Thunder Bay campus are from Northwestern Ontario, while over 45 per cent of the students on the Orillia campus come from Simcoe County.

Access for Indigenous students

Northwestern Ontario covers the province's largest landmass, which includes more than 60 First Nations in the Treaty #3, Nishnawbe Aski Nation and Robinson-Superior Treaty territories. Northern Ontario is home to over 33 per cent of the Indigenous population living in Ontario, with approximately half living on reserves and half in towns and cities across the region.

The geographic size, along with the unique challenges flowing from the physical vastness and isolation of the Nishnawbe Aski territory, create unique social, health, and economic challenges for the population in Northwestern Ontario. Many Indigenous communities face difficulties, including inadequate housing, a lack of community health, medical and dental services and limited opportunities for educational attainment. Further, according to Statistics Canada, only 11.3 per cent of the Indigenous population in Canada has a university degree, substantially lower than the provincial average.

Lakehead University has one of the highest proportions of First Nations, Métis, and Inuit students among Ontario universities with about 1,200 self-identified Indigenous students at the Thunder Bay Campus, representing over 12 per cent of enrolment. This is already one of the highest proportions of Indigenous enrolments at a Canadian university, but Lakehead is steadily working to increase this proportion over the next five years.

Lakehead has a nationally recognized and authentic commitment to these students, enshrined in the institution's Strategic Plan and Academic Plan's social justice priority, and has systematically articulated and implemented this over the past 15 years. In 2016, the first Canadian University Chair on Truth and Reconciliation was established as an advisor to the Lakehead President. A detailed summary of Lakehead University's ongoing initiatives, investments, and accomplishments are outlined in the 2016 COU report, [Deepening our Relationship: An Overview of Indigenous-related Activities on our Campuses](#).

Lakehead University visions a vibrant Indigenous presence woven into the fabric of the University. Indigenous students on and off-campus, supported by faculty, staff, and alumni, will be linked in a spirit of shared learning with Aboriginal and non-Aboriginal communities, private and public sectors, and will form the heart of the Gichi Kendaasiwin Centre supported by leaders and knowledge keepers.

The Gichi Kendaasiwin Project will expand postsecondary education support for at-risk youth and communities across the Northern Ontario, increase the success of Indigenous learners and help to revitalize, celebrate and share First Nations, Métis and Inuit culture for the benefit of all Ontarians. The multi-layered project includes expanding access to telepresence facilities and further developing the Nanabijou Childcare Centre and the Achievement Program. Core to the project is the construction of the Gichi Kendaasiwin building, a new, centrally

located building dedicated to Indigenous culture, high quality learner experiences and community outreach. “The Gichi Kendaasiwin building will be a haven. It will be a dynamic place where the traditions and beliefs from childhood are honoured, where career paths are carefully considered, and where students may seek wisdom and guidance through their professors, elders, counselors, and peers⁸.”

The successful realization of this project will allow Lakehead University to build on its successes and to improve the level of academic programming and services it currently provides to Indigenous students. The Truth and Reconciliation Commission’s Calls to Action include actions that address the revitalization of Indigenous languages. Lakehead delivers a Native Language Instructors program and a language lab will be a vital component of the new building. The Centre will include Aboriginal Cultural and Learner Support Services and Spaces, Aboriginal-focused programming such as the Native Access Program and the Native Nurses Entry Program, spaces for Aboriginal faculty, graduate students, Elders and an Aboriginal Research Institute.

First-generation students

At Lakehead University, 56 per cent of students declare themselves as first-generation students (parents without a university degree). Results from the latest Ontario University Graduate Employment Survey reveal that once again the employment rate for graduates of undergraduate degree programs at Lakehead University two years after graduation is higher than the provincial average.

A learner-centred team-driven approach has enhanced services to provide support for first-generation learners, including Indigenous learners, studying on and off campus. The Student Access and Gateway to Education (SAGE) program assists students with their transition into university-level studies. SAGE has enabled staff to be responsive to the changing needs and demands of learners by adopting emerging tools and technology to support them throughout their studies. First-generation Student Success Fairs have also proven to be an effective way to build awareness of the array of supports and services.

Support services include:

- Providing regular academic advising to first-generation students who may be less academically prepared (e.g., to discuss career goals, develop a personal learning plan)
- Running Academic Success and Life-Skill Development seminars
- Providing tutoring with a focus on writing development, mathematics and financial literacy
- Reaching out to first-generation students at risk of not succeeding and following up with supports
- Encouraging first-generation students to develop healthy lifestyle choices to support their academic success

As a result of these efforts in 2015-16, 511 first-generation students utilized one or more of Lakehead’s first-generation services or supports, with 89 per cent reporting that they were likely to recommend the services to someone looking for similar support, and 76 per cent reporting that as a result of the services and supports

⁸ Brian J.R. Stevenson, President and Vice-Chancellor, Lakehead University.

provided they were better prepared to complete their academic year. Of the students who utilized a first-generation service or support, 89 per cent successfully completed their academic year, further demonstrating the importance of these supports as more than 80 of these students were initially identified as being at-risk of failing or dropping out. As Lakehead continues to attract First Generation students from Northwestern Ontario, Simcoe County and the rest of Ontario, the University is working to identify additional supports to better meet the needs of this segment of the student population.

Examples of Institutional Initiatives

Community outreach to Indigenous and marginalized youth: The *Aboriginal Mentorship Program (AMP)* and *Youth Achievement Outreach Program*

To encourage elementary and high school students' understanding of postsecondary education opportunities, Lakehead initiated an Aboriginal Mentorship Program (AMP) in 2014. AMP matches experienced university students with regional Indigenous elementary and high school students to create a positive connection that inspires and assists these high school students to understand various academic disciplines, with the goal of breaking down barriers to postsecondary education. Mentors help Indigenous students in grades 9-12 develop research projects that are displayed at the Thunder Bay campus Aboriginal Research Project Fair each spring.

AMP is currently being delivered to 18 high schools and 13 elementary schools across Northwestern Ontario.

During the last 12-month period, Lakehead engaged 2350 youth across Northwestern Ontario and Simcoe County from grades one through twelve, and recruited close to 40 University student volunteers. The faculties of Science and Environmental Studies (Biology, Chemistry, Physics, Anthropology, Geography), Engineering (Civil, Chemical, Electrical, Mechanical, and Software), Business, Natural Resources Management, Social Science and Humanities (history), and the Athletics unit provided AMP with educational activities and support.

Lakehead University Athletics, in partnership with Wasaya Airways offers the Reach Up! program with First Nation communities in the North. Reach Up! brings coaches and athletes from Lakehead's hockey, basketball, volleyball, wrestling, Nordic skiing and track and field teams to northern communities to hold sports clinics and provide mentorship to the local coaches and youth. The program is committed to fostering leadership and development with Indigenous students and advancing the understanding of Indigenous cultures, heritage and languages within Lakehead and broader communities. "Reach Up! is an exceptional opportunity for Lakehead athletes to learn more about First Nations people and to help young people learn about Lakehead and about the benefits of sports. The program encourages Indigenous youth to be active and to consider postsecondary education to benefit themselves and their community.

The Youth Achievement Outreach program was established to provide students, beginning in grade 4, with a regular, long-term, personal connection with Lakehead. Through agreements with community partners and school districts, Lakehead has developed support programs that increase the awareness that university can be a part of each student's future. Students enrolled in the Achievement Program are encouraged to stay connected to their school, community and Lakehead as they progress through their elementary and secondary school

years. Participation in these programs will contribute to the development of university tuition credits for students through the Youth Achievement Fund.

Lakehead University Telepresence Network

Lakehead's acquisition of a core multimedia educational infrastructure that supports standards-based connectivity has expanded accessibility for learners, whether they are at immersive stations, life-size video conferencing sites, regular videoconferencing rooms, or are using individual desktop or mobile systems. The bridging feature of this system brings together different types of video and allows them to communicate from multiple sites. For example, up to 500 devices/calls can be simultaneously connected and over 100 sites can be linked for high definition video.

The implementation of an immersive network is a multi-phased plan that began with the installation of the core infrastructure and immersive Telepresence classrooms at Lakehead's Thunder Bay and Orillia campuses. Currently, this enables capacity to link classes at each of the sites and with learners at other sites through their desktop or mobile devices.

Lakehead University's Telepresence Technology Initiative is designed to establish rural immersive sites that will support Lakehead University's goal to improve accessibility, student mobility, and economic opportunities throughout Northwestern Ontario, and aligns directly with the Premier of Ontario's mandate letters to Ministers, and with the Province of Ontario's *Northern Growth Plan (2011)*.

Lakehead University is exploring partnership opportunities to expand its innovative immersive technology across Northern Ontario, including in the communities of Kenora, Red Lake, Sioux Lookout, Dryden, Fort Frances, Atikokan, Geraldton, Marathon.

Providing greater technology and communications, and new methods for civic participation is critical. Ontario's Minister responsible for Digital Government has been tasked with developing the first Digital Government Action Plan to support a citizen-first approach across government. This plan will "serve as a roadmap for change, making recommendations that can advance digital transformation and promote economic growth." It will also empower the development of the next generation of digital talent while focusing on retaining and growing digital skills required in Ontario. "Making it easier for citizens to participate in government and for government to be more responsive to citizens, including developing a digital literacy strategy in consultation with the Ministry of Advanced Education and Skills Development."

The Immersive Telepresence strategy will help achieve these objectives by fostering growth and diversification of Ontario's economy by: expanding access to information and communications technology infrastructure to address current and future needs of businesses, organizations and private citizens; supporting postsecondary education and training programs in digital media; and encouraging adoption of current information and communications technologies.

Lakehead's Telepresence strategy helps to achieve the Government's objectives of building "Ontario Up, helping to advance Ontario's digital transformation, empowering the next generation of digital talent and promoting economic growth in rural communities. The project will improve educational outcomes for Indigenous peoples

in Ontario and provide greater opportunities for local rural workforce by providing the tools needed to teach the skills required by industries looking to unlock the full potential of Northern Ontario’s resources. In the long term, Phase III of this program will seek to establish immersive learning capacity in classrooms in remote Indigenous communities in Northern Ontario, allowing young Indigenous students to access high school and post-secondary classes without having to leave their communities.

Metrics and Targets

| System-Wide Metrics | 2019-20 Expected Value |
|--|----------------------------|
| <i>Number and proportion of the following groups at an institution:</i> | |
| Indigenous students ^{9,10} | 680 – 825 10% - 13% |
| First generation students ^{11,12} | 1,200 – 1,400 17% - 20% |
| Students with disabilities ^{13,14} | 525 7% |
| Francophone students ^{15,16} | 150 2% |
| Share of OSAP recipients at an institution relative to its total number of eligible students | 55% - 60% |
| Number of transfer applicants and registrations, as captured by the | Applications: 400 |

⁹ Total number of full-time self-identified Canadian Indigenous Students enrolled at Lakehead at Nov. 1 census date, based on the following Ministry definition: “Indigenous is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Indigenous peoples (First Nation, Metis and Inuit).”

¹⁰ Total number of full-time self-identified Canadian Indigenous Students enrolled at Lakehead as a percentage of total full-time enrolment as at Nov 1 census date.

¹¹ Full-time First-Generation students as at Nov 1 census date per Ministry definition of First Generation: a student whose parent(s)/guardian(s) has/have not attended a postsecondary institution. If a sibling of the student has attended a postsecondary institution, but the parent(s)/guardian(s) have not, the student is still considered a First-Generation student, where Postsecondary Attendance is defined as having attended (but have not necessarily obtained a credential from) any institution of higher education in Ontario or elsewhere including outside Canada after high school (includes programs that lead to a postsecondary credential. e.g., degree, diploma, certificate).

¹² Full-time First Generation as definition in footnote above as a proportion of total full-time students as at Nov 1 census.

¹³ The total number of full-time students with disabilities at Lakehead University who registered with the Office for Students with Disabilities and received support services in the academic year.

¹⁴ The total number of full-time students with disabilities at Lakehead University who registered with the Office for Students with Disabilities and received support services in the academic year as a comparative % of the Lakehead University’s full-time enrolment headcount for the year.

¹⁵ Total number of full-time French-language students enrolled at Lakehead per year as at Nov 1 census date, based on the following Ministry definition: “A student is considered French-language if he or she meets at least one of the following criteria: The student’s mother tongue is French; The principal language of correspondence with the student is French; The student was previously enrolled in a French-language education institution; The student was enrolled in a postsecondary program delivered partially in French”.

¹⁶ Total number of full-time French-language students enrolled at Lakehead per year, as a proportion of total full-time enrolment as at Nov 1 census date.

| | |
|---|--------------------|
| Ontario University Application Centre ¹⁷ | Registrations: 100 |
|---|--------------------|

| Institution-Specific Metrics | 2019-20 Target |
|---|---|
| Proportion of self-identified Canadian Indigenous students as a proportion of the domestic student population enrolled at institution ¹⁸ | 10%-13% |
| Proportion of students whose parents do not have a university degree enrolled at institution ¹⁹ | 52%-57% |
| Number of transfer student registrations ²⁰ | 500 |
| Number of students in Lakehead University Gateway Program ²¹ | 125 |
| Number of students in Lakehead University Native Programming (Native Access Program and Native Nursing Entry Program) ²² | 35-50 |
| Number of students from Northwestern Ontario and Simcoe County enrolled at institution ²³ | Northwestern Ontario: 3,350 Simcoe County: 1,100 |

4.0 Research Excellence and Impact

This section captures institutional strengths in producing high-quality research on the continuum of fundamental and applied research through activity that further raises Ontario's profile as a globally recognized research and innovation hub. It also acknowledges that research capacity is strongly linked with graduate education.

Institutional Approach to Research Excellence and Impact

Institutional approach and strategy

Lakehead University's research, innovation and quality of graduate training are nationally and internationally recognized and contribute directly to regional social development and economic development. Lakehead has a

¹⁷ OUAC collects information on the number of transfer student applications and registrations for entry into first year programs and excludes students entering upper years with advanced standing. Information only includes full-time students applying and registering in the fall to the first year of a university program.

¹⁸ Based on all domestic students enrolled at Lakehead University per year. Includes full-time and part-time students, all terms, who self-identify as Indigenous per the Ministry definition (North American Indigenous), compared to all full-time and part-time domestic students, all terms.

¹⁹ Based on all part-time and full-time students enrolled in all terms.

²⁰ Lakehead's transfer registrations data includes college graduates who are admitted to a number of programs including Engineering degree completion programs in five different Engineering disciplines, Honours Bachelor of Science in Forestry and the Honours Bachelor of Environmental Management programs in the Faculty of Natural Resources Management where students are admitted to the third year of a four-year degree program. In addition, college graduates are admitted in the fall to years two and three of many other programs.

²¹ Lakehead University's Gateway program offers all students the opportunity to pursue university studies while providing enriched supports and programming. Gateway is geared towards students whose academic average does not represent their academic potential.

²² Lakehead University's Native Access Program is intended for students of Aboriginal ancestry who have not met the regular or mature university entry requirements, or who require academic preparation to become eligible for admission to a Lakehead University program.

²³ Based on fall headcount (full-time and part-time), student permanent address.

unique role in Ontario as a comprehensive research-intensive university with a mandate to serve the local region and its communities. The mandate includes offering the widest possible range of research expertise, access to specialized research infrastructure and advanced training opportunities to serve the needs of Lakehead's regional partners and communities. Lakehead's institutional approach to supporting the growth of high-quality research must balance the need to focus scarce resources on key areas of research strengths to grow the institution's profile internationally, while at the same time ensuring it can offer the widest range of research expertise to address regional social and economic challenges.

Lakehead's institutional approach to supporting research excellence and impact is outlined in its strategic research objectives:

- To strengthen research and scholarly activity at Lakehead that is of outstanding quality and leading in its innovation, especially in strategic interdisciplinary research areas that are prominent at, or unique to, Lakehead University among Canadian universities, while allowing for the development of new emerging areas of concentration, with the long-range objective of creating new institutional centres of research excellence
- To enhance the training of highly qualified personnel (HQP) by increasing the number of HQP and by providing a highly stimulating research environment for all students that establishes Lakehead as a leader in the integration of research and teaching;
- To ensure researchers have access to superior research resources and infrastructure and to manage these to ensure their effective and efficient use;
- To develop new research partnerships with communities, businesses, industries, government, other academic institutions and other partners, regionally and nationally
- To increase the opportunities for faculty and graduate students to collaborate internationally with partners by enhancing research mobility and access to international research opportunities
- To enhance knowledge mobilization, translation, transfer and application to maximize their benefits to society in northern Ontario and beyond

Research at Lakehead

Lakehead University's research capacity has experienced phenomenal growth and, as supported through national rankings and metrics, Lakehead University is a leading research university in Ontario and Canada, and is recognized internationally. In the past two years, Lakehead has been ranked as Canada's number one research university in the primarily undergraduate category (RESEARCH Infosource: Canada's Top 50 Research Universities 2015 and 2016) for performing well on a balanced set of metrics: sponsored research income, research outputs (publications) and research impact/quality (citations). Between 2001 and 2015, Lakehead's research funding increased from \$5.8 million to \$22 million, an increase of 280 per cent. In the past 15 years, faculty research productivity has increased 215 per cent through the growth of research publications (RESEARCH Infosource). Lakehead has grown graduate programs and enrolment as a strategy to increase research capacity. As of 2017, it has 38 graduate programs (31 Masters and 7 PhD) and graduate student enrolment has more than

doubled in the last ten years. Lakehead trains 20 postdoctoral fellows and is home to 13 successful research centres and 21 research chairs, including 12 Canada Research Chairs).

Lakehead University's institutional approach to supporting research excellence and impact is outlined in its strategic and academic plans, strongly connecting teaching, research, community engagement and economic development. Lakehead believes that teaching and research are inextricably linked and driven by a common focus on learning and creation of new knowledge. Lakehead's research strengths support delivery of quality undergraduate and graduate programs of relevance to regional and national needs. Lakehead aims to grow the number of experiential research opportunities and internships for both undergraduate and graduate students to foster the development of professional skills among trainees that will improve their job readiness for careers in all sectors.

Lakehead's close community ties have led to extensive research collaborations with industry and community organizations and have provided relevant real-world experience to students, enhancing their learning experience. These collaborations have resulted in opportunities for HQP to participate in applied research opportunities and experiential learning. Many of these collaborative projects are supported by major Tri-council research partnership awards. Funding from industry and the not-for-profit sector for collaborative research has increased by 80 per cent since 2009. Lakehead was the top university in the undergraduate category for research income from university non-profit research partnerships and ranked fourth in Canada for corporate research partnerships within the same period (Research Infosource 2010-2014). Funding from both NSERC and Social Sciences and Humanities Research Council (SSHRC) partnership programs has more than doubled since 2005. Lakehead is living proof that internationally recognized, vibrant, relevant research is possible at a regional university. In fact, Lakehead has found that in many ways its smaller size and strong connections to local community have helped foster vibrant research collaborations and interdisciplinary graduate programs allowing for more opportunities for cross-pollination of ideas between disciplines, more flexibility in pursuing research opportunities as they arise, and more freedom to develop research projects in subject areas of importance to community partners.

Research strengths and priorities

While all research, scholarly and creative activities are valued, Lakehead University has identified six priority research areas in its Academic Plan that align to its competitive advantages and strengths. Lakehead's [six research priorities](#) present opportunities for interdisciplinary research and/or partnerships with not-for-profit organizations, governments, and the private sector, and provide foundations on which to develop new graduate programs, especially at the PhD level. It is important to note that the identified research priorities do not represent the full scope of the University's research expertise or total research capacity. The six research priority areas are: advanced systems and technologies; cultures, societies and social justice; the environment and natural resources; First Nations, Métis and Inuit (aboriginal) research; health research across the life span; and northern studies.

Lakehead will also prioritize research in the area of sustainability, which has been continuously emerging as a theme within the university. Sustainability has increasingly become the main focus for many of Lakehead's researchers and research centres and it continues to evolve and develop across multiple disciplines, programs,

and interdisciplinary research projects and collaborations. Sustainability is one of the greatest challenges both locally and globally. It is also one of the greatest opportunities for transformation. There are multiple dimensions of sustainability that are best addressed together: the environment, the economy, culture, and social equity. These dimensions encompass human and ecological health, culture and Indigenous rights, social justice, secure livelihoods, and workplace well-being. Lakehead's locations in Northwestern Ontario and Simcoe County provide a unique and profound perspective on these multi-dimensional aspects of sustainability. Lakehead's Thunder Bay campus is situated beside one of the largest bodies of freshwater, Lake Superior, and next to the Boreal forest, uniquely positioning it to contribute a northern voice to critical discussions on sustainability.

Examples of Institutional Initiatives

The following institutional research initiatives are key to achieving Lakehead's contributions to research, scholarship and training of graduate students that will further raise Ontario's profile as a globally-recognized research and innovation hub:

Centre for Advanced Studies in Engineering and Science (CASES)

CASES is a new research facility at the Lakehead Thunder Bay campus essential to retain and recruit the best scientists and highly qualified personnel. CASES is designed to address a shortage of space and equipment for leading research and advanced training at Lakehead, while facilitating the convergence of research, innovation, commercialization and entrepreneurship. Over the first five years, more than 620 highly qualified personnel will be housed in CASES, working with top researchers and newest Canada Research Chairs.

Collaborative research training experience programs for HQP

Lakehead is committed to encouraging collaborative and integrative approaches to training of graduate students and post-doctoral fellows in areas that address significant scientific challenges associated with regional and national priorities. Two new training programs will foster development of important professional skills among trainees that will improve their job readiness for careers in all sectors:

- **S³I²P Water - Training for Water Stewardship Shared through Science, Indigenous knowledge, Industry and Policy:** The aim of S³I²P Water is to engage trainees with industry and communities in the shared stewardship of freshwater resources. There is a pressing need for qualified graduates with specialized skills in aquatic ecosystem management that bridge water science, Indigenous community engagement, policy development and industrial technologies. The S³I²P Water program will address this gap
- **ForestFirst: International Training Network in Forest Bioproducts and Bioeconomy:** The ForestFirst training program is a joint initiative between Canadian and Finnish universities to create an international forest bioproducts training program. ForestFirst aims to provide best-in-class research and professional training for Canadian and Finnish students by building an international network of research, training, development and commercialization centres.

New research partnerships

Several new research partnerships are planned to enhance Lakehead's contribution to regional economic and social development including:

- The Thunder Bay Agricultural Research Station is a research facility in Northwestern Ontario committed to the further development and diversification of the agricultural industry through small plot research and extension. This initiative is aligned with research currently undertaken by the Food Security Research Network and the Faculty of Natural Resource Management.
- Lakehead, in partnership with Thunder Bay Regional Health Sciences Centre and the Northern Ontario School of Medicine (NOSM), has entered into a new reciprocity agreement to streamline the research ethics review process in Northwestern Ontario encouraging enhanced research productivity and innovation.
- A new Undergraduate Research Internship Program (URIP) will be developed with the goal of providing undergraduate students an enriched hands-on student experience in the student's field of study and in collaboration with top researchers at Lakehead, Thunder Bay Regional Health Research Institute and the Northern Ontario School of Medicine. Students will spend at least 60 hours working on a research project with a faculty sponsor. The program will help recruit top students to graduate studies at Lakehead and help them make informed career decisions.
- The Faculty of Science and Environmental Studies is seeking industrial partners to establish a new Industry Research Chair in Economic Geology. Building on the Collaborative Health Research Partnership (CHRP) agreement, Lakehead and the Thunder Bay Regional Health Research Institute will be creating a new joint Health Sciences Research Chair.
- Lakehead's international research strategy has identified Israel, India, China, Vietnam, Malaysia, Finland, Sweden, Norway, Mexico and Brazil as priority areas for developing research collaborations. An International Research Facilitator is being recruited to support and expand opportunities for international research collaborations for faculty, undergraduate and graduate students. This position is expected to have a direct impact on increasing international mobility for faculty and graduate students through new international joint projects, international joint PhD programs and international research awards and prizes.

Indigenous Research Institute

Lakehead has a rich history of research collaborations with Indigenous communities that has advanced knowledge about Indigenous issues and improved social and economic conditions in these communities. As outlined above, a 4,200-sq.-ft new Indigenous Research Institute is planned as part of the Gichi Kendassawin Centre. The Institute will promote interdisciplinary collaborations among researchers from different fields to work together to serve the needs of Indigenous communities in northern Ontario. Archiving First Nation materials will serve the communities and provide researchers with unique access to cultural materials. In addition, rooms will be used for small consultations and the collection and recording of Indigenous oral histories for use in research collections.

Metrics and Targets

| System-Wide Metrics | 2019-20 Target |
|--|--|
| Tri-council funding (total and share by council to Ontario universities) | Tri-Council Funding: 0.7%-0.8% CIHR: 0.25% - 0.35% SSHRC: 1.8% - 2.0% NSERC: 0.85% - 1.0% |
| Number of papers (total and per full-time faculty) | 1.0 - 1.2 |
| Number of citations (total and per paper) | 7.5 – 8.5 |

| Institution-Specific Metrics | 2019-20 Target |
|----------------------------------|------------------------|
| External research funding | \$25M |
| Research intensity ²⁴ | 70.0 |
| Research Chairs | 24 |
| Research Centres ²⁵ | 15 |
| Number of graduate programs | Masters: 38 PhD: 10 |

5.0 Innovation, Economic Development and Community Engagement

This section recognizes the unique role institutions play in contributing to their communities and to economic development, as well as to building dynamic partnerships with business, industry, community members and other colleges and universities. It focuses on regional clusters, customized training, entrepreneurial activities, jobs, community revitalization efforts, international collaborations, students, partnerships with Aboriginal Institutes and a program mix that meets needs locally, regionally and beyond.

Institutional Approach to Innovation, Economic Development and Community Engagement

²⁴ Actual amount of research funding per faculty member in \$000 per Research Infosource.

²⁵ Senate approved research centres included (LUCAS not included).

The expertise and social capital invested in Lakehead's local communities are important to both the fabric and vitality of the regions and the university. Both Northwestern Ontario and Simcoe County are regions with low university participation rates, a strong First Nations and Métis presence and represent economies in transition. As a comprehensive university with a regional imperative, Lakehead has been necessarily responsive to the needs of the rural and remote communities it serves. Its connections and contributions to community provide the focus necessary to transform the socio-economic circumstances of the population in Northwestern Ontario, Simcoe County and beyond.

Lakehead University's 2013-2018 defines the strategic vision for economic development as follows:

To contribute to, and support, the social and economic prosperity of Northern Ontario and Simcoe County communities through research, education, knowledge transfer, the training of highly-qualified personnel, commercialization, and Centres of Excellence.

Lakehead has strong regional ties and operates as a major economic stimulus. The total annual economic impact of Lakehead University in the province of Ontario, taking into account spending related to university operations, human capital and development, and research and development is \$1.425 billion.²⁶ The economic impact of Lakehead University's Thunder Bay campus is just over \$1.3 billion, making it one of the top economic drivers in the region and the fourth-largest employer in Thunder Bay (Thunder Bay Community Economic Development Corporation, 2017). The Orillia campus has served as a catalyst for economic revitalization of North Simcoe County and, during the past year, had a direct economic impact of \$80 million in Simcoe County, and a total economic impact of \$122.7 million in the province of Ontario.²⁷

Partners in the Northern Ontario Boards of Education and First Nations communities rely on Lakehead University to provide them with highly qualified future teachers who understand the contexts in which they will be working and also to provide professional development for their current teachers and administrators (through Additional Qualification courses, workshops and the Education graduate programs). The Faculty's Centre for Place and Sustainability Studies (CPSS) supports diverse place- and sustainability-related research, education and outreach initiatives to create the conditions for social and ecological justice.

Access to legal services has been a long-standing concern in Northern Ontario. Indigenous communities, in particular, face pressing and distinct legal needs that relate to the northern environment and reflect the societal needs of specific populations. Significant social and environmental challenges resulting from the remoteness and physical inaccessibility of many northern communities are also associated with an increased demand for legal services. NOSM has had an important impact on health care in small northern and Indigenous communities. Like NOSM, Lakehead University's Faculty of Law produces graduates who are more likely to stay in the North to pursue a career, increasing qualified legal services while improving access to justice.

²⁶ Lakehead University, "Lakehead University Economic Impact Study (Draft Report)", October 2017.

²⁷ Lakehead University, "Lakehead University Economic Impact Study (Draft Report)", October 2017.

Examples of Institutional Initiatives

Community and social partnerships

Staff in the Economic Development and Innovation office and faculty and staff across the institution are members of various groups and boards that support the broader community through organizational and strategic input to: Thunder Bay Chamber of Commerce; Thunder Bay Community and Economic Development Commission; Northwestern Ontario Innovation Centre; North Superior Workforce Planning Board; Northern Ontario Development Network; Northern Policy Institute; Northwestern Ontario Municipal Association; Common Voice Northwest; Thunder Bay Agricultural Research Station; Thunder Bay Regional Health Research Institute; Northwestern Ontario Sustainability Consortium; Simcoe County Economic Developers; City of Barrie Economic Development; City of Orillia Economic Development; and the Orillia Manufacturers' Association. In addition, the President of Lakehead University has created two advisory boards to ensure community participation at an economic development level to bridge the gap between academia, business and organizations operating within the Thunder Bay and Simcoe County areas. The President's Advisory Committees on Economic Development (PACED) meet quarterly to ensure Lakehead University is connected to the economic development nucleus of each community in which it is located.

The newly created Centre for Innovation and Entrepreneurship Research, located in the new CASES building on campus will be a catalyst to further develop the relationships with the business, innovation and entrepreneurship partners.

Lakehead University is continuing to work towards the development of a Community Engagement and Social Innovation Centre (CESIC). CESIC will foster collaborative and mutually beneficial research partnerships and collaborations between Lakehead's top researchers, graduate students and regional community organizations on issues and outcomes identified as community priorities (i.e., poverty reduction, food security, environmental sustainability, culture, health and wellbeing). These relationships are built on Lakehead's strong traditions of community engagement, knowledge mobilization and the pursuit of socially responsive research. CESIC locations are planned in both Thunder Bay and Orillia in off-campus locations, easily accessible to community partners.

Industry partnerships

The Economic Development and Innovation office (EDI) functions as a liaison for industry to access Lakehead University resources, provides intellectual property management and furthers economic development while working with private industry, investors, not-for-profit groups and all levels of government. The EDI office provides a number of services including: industry-sponsored research partnership development; faculty mentorship for industry collaborations; licencing/commercialization of university technologies; support for the creation and development of start-up businesses and spin-off companies; support for the activities of the President's Advisory Council on Economic Development; and support for entrepreneurial activities on campus.

Lakehead University has a number of memorandums of understanding (MOUs) signed with various industry partners that help facilitate communication protocols, collaborations and areas of research interests, which outline the goals and benefits of each party. Examples include New Gold, Avalon Resources, Fortress Paper and

several new MOUs are being developed with the City of Thunder Bay, Township of Pickle Lake, Greenmantle Inc. and Zenyatta.

A task force was created to review and make recommendations to improve research opportunities at the Orillia campus. As a result of its report, a dedicated Research Partnership Officer will be hired to facilitate industry collaborations with Lakehead faculty at the Orillia campus.

Industry events

Lakehead University hosts key industry events that bring together researchers and industry partners to network and discuss possible research collaborations. These events are well attended and many research collaborations have developed roots at this level. Industry events are also an opportunity for Lakehead University to promote the services available through LUCAS Labs. Examples of the services available to Lakehead’s industry partners include environmental testing, soils science testing and the characterization lab. In addition, a Quality Management Control Training Program will be offered in the newly constructed CASES building in 2018.

Entrepreneurship Days are held several times a year in partnership with the Henry Berrnick Entrepreneurship Centre to highlight resources that are available to students for starting a business.

The EDI Office is establishing an intern position to assist its communication and marketing efforts. Through this effort, the EDI Office will prepare a researcher database and summary of research interests to share with potential industry partners and new research partners around the globe.

Metrics and Targets

| System-Wide Metrics | 2019-20 Target |
|---|---|
| Graduate employment rates | 6 Months: 87% - 93% 2 Years: 90% - 95% |
| Number of graduates employed full time in a related job | 2 Years: 90% - 95% |

| Institution-Specific Metrics | 2019-20 Target |
|---|---|
| Graduate employment rates (Masters/PhD) | Under development |
| Number of graduates from a graduate program employed full-time in a related job | Under development |
| Lakehead Innovates | Clients: 15 Events: 20 Start-ups: 1-3 |

| | |
|--|---|
| | Students reached: 500 Summer Company Applicants: 3-5 |
| Community partnerships: Enhance and institutionalize collaboration with economic development, educational, government, private sector, and Non-Government Organizations including First Nations, Aboriginal, Métis and Inuit partners. | Community partnerships: 15 |
| Increase the number of MOUs with industry partners both domestically and internationally | New MOUs: 4 per annum |
| Industry partnerships: Increase collaborations, research development grants and Industrial Research Chair positions | Create 4 new collaborations as a direct result of the MOUs Create 1 new Industrial Research Chair |
| Industry events: Hold 6 events per year that bring industry partners together with faculty and researchers to network and further establish relationships with Lakehead | Events: 6 Number of industry partners in attendance at industry events: 300 Number of faculty/researchers attending industry events to meet with industry partners: 300 |

6.0 Enrolment Strategy and Program Direction

Enrolment Plan and Corridor Midpoints

This section also establishes the agreed-upon corridor midpoint that will form the basis of enrolment-related funding over the course of the SMA period.

Corridor Midpoint

For funding purposes **15,487** Weighted Grant Units (WGU) will be the corridor midpoint value for Lakehead University. This value was determined using the institution’s actual enrolment (expressed as WGUs) from the 2016-17 academic year. Lakehead University will receive funding consistent with this level of enrolment and subject to the policies contained within the *Ontario University Funding Model Technical Manual, May 2017, Version 1.0*.

Projected Funding-Eligible Undergraduate Enrolments

Below is the institutions projected enrolment of funding-eligible undergraduate enrolments for Lakehead University.

| | Projected 2017-18 | Projected 2018-19 | Projected 2019-20 |
|---|-------------------|-------------------|-------------------|
| Undergraduate Full-time Headcounts | 5,198 | 5,185 | 5,254 |

Note – for this table, Full-time Headcount should be reported for Fall term only.

Graduate Allocation – SMA 2017-2020

Below are the allocation of funding eligible graduate and PhD spaces for Lakehead University

| | Target 2017-18 | Target 2018-19 | Target 2019-20 |
|----------------|----------------|----------------|----------------|
| Masters | 523 | 541 | 546 |
| PhD | 95 | 109 | 114 |
| Total | 618 | 650 | 660 |

Note – allocation shown in FTEs

Projected International Enrolment

| | Projected 2017-18 | Projected 2018-19 | Projected 2019-20 |
|--|----------------------|----------------------|----------------------|
| Undergraduate Full-time Headcounts | 413 | 574 | 772 |
| Masters Full-time Headcounts | 425 | 469 | 509 |
| Doctoral Full-time Headcounts | 39 | 49 | 60 |
| Total Enrolment Full-time Headcounts | 877 | 1,092 | 1,341 |

Note: International enrolments include all funding ineligible international students.

International Enrolment Strategy and Collaboration

Internationalization continues to be a strategic priority for Lakehead University's Board of Governors and Executive within the context of 2013-2018 strategic plan. Building on the foundational theme of nurturing scholarship in the strategic plan, two of the five strategic priorities identify international goals at Lakehead:

- Learner-centred student experience focuses on seamlessly integrating a global orientation into Lakehead University's student culture, while maintaining social justice, through expanded exchange and transfer programs
- Growth and capacity development focuses on actively recruiting new students from other regions in Ontario, other provinces in Canada and other countries around the world as Lakehead focuses on developing into a broader, deeper and more sustainable university

Lakehead University's Academic Plan (2012-2017) also identifies the need to expand its international reach as a priority. The Academic Plan identifies the need to focus on the diversity of faculty and students, expand opportunities for student and faculty exchanges and expand international research partnerships through the following goals:

- Increasing student, staff and faculty awareness of global issues through increased exposure to international perspectives
- Increasing the number of international students enrolled at Lakehead University
- Encouraging and supporting joint research, economic development and innovations, teaching, scholarship and service initiatives that emphasize global connections between the communities the University serves, and the rest of the world

As Lakehead continues to focus on diversity in faculty, students, teaching and learning, it is anticipated internationalization will continue as a strategic goal in its 2018-2023 Strategic Plan and 2018-2023 Academic Plan.

Risk factors

Lakehead has developed and implemented an international strategy over the course of SMA1 in alignment with its strategic and academic priorities that is built on diverse partnership agreements. These agreements include institutional MOUs, student exchanges and study abroad and transfer and articulation agreements, among others, as outlined below:

| Type | No. of partners | Description |
|--|-----------------|---|
| Institutional MOU | 43 | <ul style="list-style-type: none"> General umbrella document that provide a collaboration framework |
| Student exchange and study abroad | More than 17 | <ul style="list-style-type: none"> Undergraduate student exchange and study abroad (fee-paying visiting students) |
| Transfer articulation and admissions agreement | 5 | <ul style="list-style-type: none"> Students from partner institution can transfer to Lakehead after 1-2 years of study at home (only specific programs). Graduates from partner with a required overall average or higher are eligible to apply to Lakehead. |
| Erasmus University (EU) | 2 | <ul style="list-style-type: none"> Scholarship project funded by EU for student and faculty mobility |
| Other types | 13 | <ul style="list-style-type: none"> Short-term language training students to English Language Centre of Lakehead funded by partner institution Foreign government funding program (i.e. CONACYT, Mexico or professional training program) International education organization, government, or business |

This approach has supported the development of a robust International Enrolment strategy at Lakehead University that mitigates risk of dependence on a small number of countries.

Lakehead University’s International student population currently represents over 50 countries, mitigating risk of overreliance on a specific geographic region. In 2016-17, Lakehead University’s undergraduate student population originated from over 40 countries, while its international graduate student population represented 25 different countries. Support for this international student population is provided through Lakehead International and through the numerous student supports available to all students attending the university.

International strategy approval process

The strategic goal to internationalize Lakehead University has been set by its Board of Governors and is reflected throughout the strategic themes of Lakehead University's 2013-2018 strategic plan and academic plan.

Implementation plans to operationalize these strategic goals are developed by the Vice-Provost (International) in conjunction with the Provost and Vice-President (Academic) and the President. Plans are approved by the University's Executive Team and by the Board, as appropriate.

Strategic Areas of Program Strength and Expansion

Program Areas of Strength

1. Engineering
2. Health and Health Sciences
3. Natural Resources
4. Business
5. Education
6. Social Justice/Indigenous Emphasis
7. Social and Behaviour Sciences
8. Core programming (Science and Environmental Studies, Social Sciences and Humanities)

The proposed areas of program strength are intended to inform program approval processes.

Program Areas of Expansion

1. Business, Entrepreneurship and Innovation
2. Engineering
3. Health Sciences/Health and Medicine
4. Social Justice/Indigenous Emphasis
5. Sustainability

Financial Sustainability

The Ministry and the University recognize that financial sustainability and accountability are critical to achieving institutional mandates and realizing Ontario’s vision for the postsecondary education system. To this end, it is agreed that:

It is the responsibility of the governing board and senior administrators of the University to identify, track, and address financial pressures and sustainability issues. At the same time, the Ministry has a financial stewardship role. The Ministry and the University agree to work collaboratively to achieve the common goal of financial sustainability and to ensure that Ontarians have access to a full range of affordable, high-quality postsecondary education options, now and in the future.

The University remains accountable to the Ministry with respect to effective and efficient use of provincial government resources and student resources covered by policy directives of the Ministry, or decisions impacting upon these, to maximize the value and impact of investments made in the postsecondary education system.

| System-wide Metrics* | 2015-16 Actuals** |
|--------------------------------|--------------------------|
| • Net Income / (Loss) Ratio | (4.55%) |
| • Net Operating Revenues Ratio | (1.09%) |
| • Primary Reserve Ratio | 78 days |
| • Interest Burden Ratio | 3.72% |
| • Viability Ratio | 32.15% |

7.0 Institutional Collaborations and Partnerships

Partnerships with colleges and related transfer pathways

Lakehead is a leader on the credit transfer scene, accounting for five per cent of the college transfer to universities in Ontario. There are numerous transfer pathways into Lakehead, resulting in transfer students comprising approximately 40 per cent of all new students attending the university each year. Lakehead's website provides prospective students with information on transfer processes, including quick links to multilateral and bilateral pathway details for over 20 different disciplines, ranging from Applied Life Science to Social Work.

Lakehead is working to improve the transition process and to create additional transfer pathways. Actions articulated in the 2012-2017 Academic Plan have addressed the development of additional support programs for both full- and part-time college transfer students. Research supported by the Ontario Council on Articulation and Transfer (ONCAT) has resulted in best practices, such as electronic transcript import processes and enhanced support services, including the newly formed *Academic Zone*. Overall, the outcomes of full-time college transfer students at Lakehead compare favourably with those of their direct-entry counterparts. The six-year equivalent graduation rate and the grade point averages for both full-time block and advanced standing students are similar to those for full-time direct-entry students.

Lakehead University continues to establish exciting partnerships with regional college partners that are leveraging existing infrastructure, so that students graduate with both an advanced and deep education embedded in a university degree and the applied knowledge and training of a high-affinity college diploma.

Pathways and articulations

- Lakehead has an established and thriving multi-institutional pathway for college engineering diploma graduates to enter Canadian Engineering Accreditation Board-accredited degree completion programs in five different Engineering disciplines. More than three-quarters of Lakehead's engineering graduates enter as college transfer students, participating in a summer transition program and moving into the third year of the four-year Bachelor's degree program.
- Modelled on the successful engineering pathway, students also receive block transfer credit for entry into the third year of a four-year degree in the Honours Bachelor of Science in Forestry, Honours Bachelor of Environmental Management programs and Bachelor of Business Administration.
- Lakehead has established bilateral articulations between Confederation College, Algonquin College, Georgian College, Seneca College, Sir Sandford Fleming College and Sault College for a variety of programs ranging from Political Science to Outdoor Recreation, Parks and Tourism.
- Northern Institutions Steering Committee: With ONCAT support, Lakehead and nine other northern institutions (six colleges and three universities) have been meeting quarterly since early 2016 to discuss

initiatives that benefit students from the north and in the north. Most recently, the ten institutions have committed to developing a shared project that re-envision the way educational, social and economic opportunities are delivered to northern students and their communities.

Partnerships with Confederation College

- Lakehead is a major draw for graduates of Northwestern Ontario's only college, Confederation College. In 2008-09 about 83 per cent of Confederation College students pursuing further studies at a university attended Lakehead.²⁸
- Lakehead has collaborated with Confederation on established transfer agreements into multiple degree programs including, but not limited to, Engineering, Business Administration, Education, Sociology, Water Resource Sciences, Social Work and Environmental Management. The School of Nursing has a long-standing collaboration with Confederation College for the delivery of collaborative four-year Bachelor of Science in Nursing (BScN) and Community Based BScN programs.
- By expanding and enhancing accessibility to a postsecondary education and providing opportunities for professional training and mentoring, health and legal support, Lakehead University and Confederation College are enhancing the quality of life in Northwestern Ontario communities and have a significant impact on the creation and retention of jobs.
- The institutions hold a shared commitment to enhancing educational opportunities for learners in rural communities and for First Nations, Métis and Inuit (Aboriginal) students and they are working together on the Telepresence Initiative.

Partnerships with Georgian College

- Since the opening of Lakehead University's Orillia campus in 2006, Georgian College has become the second-largest transfer student-sending institution, accounting for an average of 11 per cent of incoming advanced standing students and six per cent of other incoming college students from 2006 to 2010.²⁹ In June 2012, with MAESD's approval, Georgian signed a MOU with Lakehead University to explore a sustainable, collaborative framework that would serve the growing and economic needs of Central Ontario. In the fall of 2013, Georgian and Lakehead announced planned partnerships involving Indigenous programming, distance delivery, international recruiting and the delivery of dual credential integrated engineering programs. Georgian College and Lakehead University have finalized an umbrella agreement and a multi-year plan to offer integrated degree-diploma programs in Simcoe County, starting in the fall of 2017.
- With the government's support, Lakehead University and Georgian College are prepared to expand programming on their existing campuses to match the Ontario average participation rate and to build the highly educated and skilled workforce that Simcoe County will require as it grows in the coming decades. This

²⁸ Compustat Consultants Inc. (CCI). (2011). College-University Consortium Council College-University Student Mobility Report. Retrieved September 2012 from Ontario Council on Articulation and Transfer (ONCAT). http://www.oncat.ca/files_docs/content/pdf/en/oncat_research_reports/oncat_research_reports_10.pdf.

²⁹ Lakehead University. (2012). Student Success after Transfer from College to Lakehead University. Retrieved September 2012 from Ontario Council on Articulation and Transfer (ONCAT). http://www.oncat.ca/files_docs/content/pdf/en/oncat_research_reports/2012-11-FINAL-REPORT-Lakehead-Student-success-after-transfer-college-Lakehead.pdf.

is an opportunity for Barrie and Orillia to model postsecondary sites that are transformative and responsive to the changing needs of students and the global economy.

Thunder Bay Regional Health Research Institute (TBRHRI)

Lakehead University and the Thunder Bay Regional Health Sciences Centre are founding partners in the Thunder Bay Regional Health Research Institute (TBRHRI), an independent, not-for-profit health research corporation. TBRHRI scientists and clinicians work together with academic and industry partners to bring advanced diagnostic technology to their patients and contribute to a healthier community. Together, Lakehead and TBRHRI are making Thunder Bay a national leader in the bio-economy by attracting world-class scientists, trainees, clinicians and industry partners to bring molecular imaging and advanced diagnostic technologies to the patient in a research setting. Lakehead, in partnership with TBRHRI, leads the NSERC CREATE medical imaging program designed to deliver work-ready training with leading-edge companies.

Lakehead University and TBRHRI have a Collaborative Health Research Partnership Agreement (CHRP) that provides the framework for collaboration for health and biomedical education and research performed at the Thunder Bay Regional Hospital. Lakehead University and TBRHRI recently signed a new reciprocity agreement to make the ethics review process more efficient and clear.

The Lakehead University/TBRHRI partnership helps to recruit external research talent and increases research capacity by providing more opportunities to supervise and train undergraduate and graduate students. It also gives students opportunities to work in research laboratories and programs, in addition to study in niche programs such as the summer imaging program, which brings in local and national students. All Tri-Council research grants and some contract research are administered through the Lakehead financial systems. The Lakehead/TBRHRI Chair program provides support for university faculty positions, which engage in health research and education. TBRHRI and Lakehead jointly fund the chair program.

Ryerson University

Lakehead and Ryerson have been working together since 2014 to develop a collaboration in partnership with TBRHRI that builds on their international research expertise, programming, laboratories and summer experiences. In 2016, six Ryerson students attended the NSERC CREATE Program in Medical Imaging Detector Technologies. The unique two-month summer school research experience showcased the graduate environment in Medical Imaging as a prospective career path. Within this program, Lakehead and TBRHRI provide topical tutorials and a seminar series, and hosted an end-of-summer research project competition. Lakehead is currently working with Ryerson University to develop a joint Bachelor of Science in the Physics of Medical and Industrial Imaging. Students will focus on the application of physics to medical diagnosis and industrial testing by undertaking a combination of courses in physics, supplemented with relevant biology and chemistry topics. Experiential and work-integrated learning are key components of the program and will include research on medical devices at scientific institutes, clinical trials at affiliated hospitals and fabricating and analyzing materials with industrial partners. Students will be mentored on how to commercialize medical and industrial devices.

The Northern Ontario School of Medicine (NOSM)

NOSM is committed to the education of high-quality physicians and health professionals and to international recognition as a leader in distributed, learning-centred, community-engaged education and research. When it welcomed its first Doctor of Medicine students in September 2005, NOSM became the first new medical school in Canada in over 30 years and only the second new medical school in North America during a similar period. It is the first Canadian medical school hosted by two universities over 1,000 kilometres apart. NOSM serves as the faculty of medicine for Lakehead University in Thunder Bay and Laurentian University in Sudbury.

The School has developed and delivers a distinctive model of distributed, community-engaged, and socially accountable, medical education.

Across the region, NOSM learners (medical students, residents, and learners from other health disciplines such as rehabilitation sciences, dietetics and physician assistants), are gaining relevant clinical experience under the guidance of health professionals in community hospitals, clinics and family practices. The School brings together over 70 community partners, over 1000 clinical, human and medical sciences stipendiary faculty and more than 200 employees. NOSM's success is very much a result of many partnerships and collaborations with individuals, communities and organizations including Indigenous and francophone, hospitals and health services, physicians and other health professionals, universities and colleges, information communication technology organizations and other medical schools.

Lakehead Purchasing Consortium

Lakehead University participates in the Lakehead Purchasing Consortium (LPC). The LPC is a voluntary co-operative effort by publicly funded agencies in Thunder Bay organized primarily to promote co-operative purchasing as a means of reducing costs of goods and services. To achieve this, the group issues group tenders, standardizes specifications and products, exchanges market information through networking, shares common goals of increasing sustainability efforts and encourages professional development through joint study and the adoption of best practices in supply management. Membership includes:

- City of Thunder Bay
- Confederation College
- Contact North/Contact Nord
- Conseil Scolaire de District Catholique des AuroresBoreales
- Lakehead District School Board
- Lakehead University
- Northern Ontario School of Medicine
- St. Joseph's Care Group
- Thunder Bay Catholic District School Board
- Thunder Bay District Health Unit

- Thunder Bay Public Library
- Thunder Bay Regional Health Sciences Centre – (with significantly reduced participation due to restraints imposed by the membership with Medbuy)

Ontario Education Collaborative Marketplace

With respect to Ontario Education Collaborative Marketplace (OECM), Lakehead is actively participating on a number of initiatives, including office supplies and furnishings with Grand & Toy, Staples and Foliot, the organization-wide Microsoft Enterprise licensing, the Dell product agreements, CDW Canada for computer peripherals, Crestron display and media products, copy papers and the Xerox print management program. Lakehead has also signed on to the Akran promotional marketing contract.

E-Travel Project

Lakehead University has collaborated with other Ontario universities to gain efficiencies. One example is the E-Travel Project. There had been significant interest in e-travel among several Ontario universities, each in varying stages of evaluating, procuring and implementing automated travel and expense management solutions. During the summer of 2013, York and Waterloo contracted for Concur E-Travel. Through the Ontario Government's Productivity and Innovation Fund Proposal, Lakehead took the opportunity to align itself with other partner universities including York, Waterloo, Queen's and Ottawa. In March of 2014, Queen's awarded the tender to Concur with both Queen's and Lakehead signing contracts with Concur. Lakehead and its partner universities continue to collaborate on best practices regarding the ongoing implementation of the Concur service.

Colleague Ellucian Enterprise Resource Planning

Lakehead University purchased its Enterprise Resource Planning (ERP) in conjunction with two other universities, Trent and Laurentian. This ERP system encompasses Student, Human Resources, Finance and Advancement. The totally integrated system improves accountability and maximizes resources. Since the initial acquisition date in the late 1990s, Nipissing University, OCADU, NOSM and some Ontario colleges have acquired the Ellucian Colleague software. Collaboration among those Ontario institutions occurs on various implementation projects, such as how to best implement Net Tuition Billing within the Colleague system.

Property and Liability Insurance

The University participates in a reciprocal exchange of insurance risks in association with forty-five other Canadian universities. This self-insurance cooperative involves a contractual agreement to share the property insurance and liability risks of member universities. The projected cost of settled claims will be funded through members' premiums based on actuarial projections. It is anticipated that a surplus will be created over time as a cushion against unexpected losses. In addition, the reciprocal has obtained substantial reinsurance with commercial insurers to cover major claims in excess of \$2,500 per occurrence for property losses and in excess of \$5,000 per occurrence for liability losses. In the event that premiums are not sufficient to cover claim settlements, the member universities would be subject to an assessment in proportion to their participation.

University Health Insurance Plan

Lakehead University, along with nineteen other Ontario universities, participate in the University Health Insurance Plan (UHIP). UHIP provides health care coverage to international students and employees and their dependents on a not-for-profit basis. The plan ensures cost effective administration of the group insurance program which is funded exclusively through the premiums of its insured members. The program protects the university from potential liability of claims from uninsured international students and employees residing in Ontario.

Finally, Lakehead University has many other ongoing and dynamic partnerships, including, but not limited to:

- Simcoe County and the City of Orillia to support community and economic development
- Simcoe County YMCA on community programming initiatives (e.g., leadership for the non-profit sector)
- Ontario Provincial Police on domestic violence research initiatives and research into human trafficking
- Ontario Nature to deliver the Ontario Master Naturalist Program to support the development of citizen scientists

8.0 Ministry/Government Commitments

- The SMA2 process has focused on implementing the first stages of the new funding model and demonstrating the ongoing commitment by all colleges and universities to student success. Future growth will only be funded through negotiated changes to an institution's funded enrolment corridor . Through the SMA2 cycle, the ministry will continue to work closely with institutions to ensure all dimensions of the funding model are implemented.
- In a memo to colleges and universities dated March 7, 2017, the ministry committed to using the SMA2 (2017-20) process as a transitional phase to commence the collaborative and joint development of performance metrics and targets, tied to funding, for SMA3 (2020-23). The ministry reiterates this commitment and reaffirms that metrics and targets included in SMA2 are not tied to funding at this time and are a beginning point for further discussions with the sector prior to their application in SMA3. Colleges and universities will have the opportunity to reset and realign metrics prior to the application of metrics in SMA3. The ministry will also engage other stakeholders as part of discussions on a broad metrics strategy.
 - The ministry commits to establishing a joint working group with each of the sectors and to begin detailed discussions in fall 2017 on metrics/targets and to seek input on the performance measurement methodology for SMA3.
- Colleges, universities and the ministry all benefit from processes that are transparent and non-duplicative. The ministry commits to work with colleges and universities to continue to streamline processes and seek opportunities to further reduce red tape (in part through increased access to other tools) , including reducing or eliminating duplicated reporting requirements.
- Through SMA2 discussions, the ministry has heard concerns about the challenges of delivering breadth in programming for Francophone and Francophile students, including the cost and funding of such delivery. Starting in fall 2017, the ministry commits to consulting institutions who have a formal mandate for bilingual and/or French-language delivery to review the delivery of French-Language programming and consider these concerns.
- In 2016, an extension of the existing tuition policy framework was announced to support a major reform in OSAP. The ministry will engage with both the college and university sectors around the next tuition policy framework, including examining the issue of tuition anomalies in certain professional programs as a result of past changes to tuition policy, and, for colleges, examining tuition levels relative to competitive college tuition frameworks in Canada.
- In recent years and during the SMA process, there has been an increased interest in the creation of a new polytechnic designation in the Ontario postsecondary education system. Starting in fall 2017, the ministry commits to undertake a review that examines whether improved benefits for students and employers are sufficient to make such a change. The ministry commits to working collaboratively with institutions across the sectors on this review.
- The ministry commits to continue to work collaboratively with universities to assess the anticipated need for additional graduate spaces related to programs that are currently under development.

- Starting in fall 2017, the ministry commits to undertake a review of the university Northern Grant working collaboratively with universities to examine whether the criteria for access and allocations of the Northern Grant represent an equitable approach.