



MEMORANDUM

Date: 15 October 2015
To: Ms. Barbara Eccles, Secretary of Senate
From: Dr. Douglas Ivison, Chair, Senate Academic Committee
Subject: Senate Academic Committee Report

The Senate Academic Committee (SAC) met on September 29 and October 15, 2015.

1. **2012-17 Academic Plan Review and Refresh**
At the September 29 meeting, Dr. Moira McPherson updated SAC on the work of the Academic Plan Review and Refresh Committee and discussed the next steps. At the October 15 meeting, Dr. McPherson presented the final draft of the revised Action Plans.

Motion: Moved that Senate approves the revised Action Plans of the 2012-17 Academic Plan.

2. **SAC Quality Assurance Sub-Committee**
 - 2.1 Dr. Wayne Melville was appointed to the Quality Assurance Sub-Committee.
 - 2.2 The revised proposal for the MA in Social Justice Studies (2013-SOC-2932) was approved by SAC, and forwarded to the next Senate committee.
 - 2.3 The revised Institutional Quality Assurance Process (IQAP) was approved by SAC. A copy of the revised document is available on the Provost's [Quality Assurance](#) webpage and following final edits and formatting will be forwarded to the Quality Council.
3. **SAC Regulations Sub-Committee**
Prof. Jason MacLean was appointed to the Regulations Sub-Committee.

4. SAC/O-AGC Joint Sub-Committee

4.1 Dr. Dean Jobin-Bevans was appointed to the SAC/O-AGC Joint Sub-Committee.

4.2 Dr. Todd Randall provided an update on the sub-committee's progress in reviewing proposed Type E (Indigenous Content Requirement) courses for 2016-17. It was noted that, as we move past the initial stages of establishing Type E courses, it would make sense to include the Type E (ICR) designation into the Curriculum Navigator process. This would require a separate workflow that includes SAC, and therefore SAC/OAG-C, as part of the review and approval process.

5. Writing Initiatives Sub-Committee

Dr. Tamara Varney and Ms. Elizabeth MacLeod were appointed to the Writing Initiatives Sub-Committee.

6. Report of the Ad Hoc Committee on Undergraduate Definitions

The revised Definitions Report was approved by SAC and forwarded to Senate for approval.

Motion: Moved that Senate approves the Definitions Report and adopts the implementation plan.

7. Internal Adjunct Policy

The proposed revisions to the internal adjunct policy referred to SAC by Senate Organization were referred to SAC Regulations.

8. Indigenous Content Requirement

8.1 As requested by Senate, SAC discussed the issue of the definition of 'Indigenous' being applied in the assessment of courses proposed for classification as Type E courses, and referred it to SAC/O-AGC.

8.2 Reminder: All programs must be in compliance with the Indigenous Content Requirement in 2016-17, and so must submit the necessary calendar changes no later than the January 2016 Senate meeting.

Respectfully submitted,

Dr. Douglas Ivison
Chair, Senate Academic Committee

Attachments

October 2015

Academic Plan 2012-2017 - Report of the Review and Refresh Committee

Lakehead University is committed to ongoing integrated planning to ensure that the decisions we make and the actions we take across the University all stream from a central vision and collective goals. The vision and goals are guided by our 2013-2018 Strategic Plan and embodied in our 2012-2017 Academic Plan.

The 2012-2017 Academic Plan envisions a bright future for Lakehead as a comprehensive, research-intensive university, recognized nationally and internationally for excellence in teaching and learning. The Plan is designed to guide Lakehead University's decision-making and priorities with this long-term vision in mind. This plan encourages the University to be ambitious and innovative while working within the fiscal constraints that will be faced.

Our Academic Plan needs to respond to inevitably changing circumstances and was designed to be a living document. At the midway point of the period covered by the Plan we reviewed our progress in order to take stock of how much we have accomplished, and where we may need to shift or refocus attention.

Over the past six months, I have worked with the Senate Academic Committee - Academic Plan: Review and Refresh Committee to lead a review of the implementation of the Academic Action Plans to date. The Committee has affirmed the five priorities articulated in the Plan. The progress made on achieving the many actions has been carefully examined, and actions revised or emphasized as necessary.

In support of the motion before Senate, I am happy to provide two documents:

- Part I – Report of the Review and Refresh Committee (a detailed summary of the process used to complete the work of the Committee and the Implementation Status Report); and
- Part II - the Revised Action Plans for the 2012-17 Academic Plan.

I want to extend my sincere appreciation to the following individuals for their work on this review:

- Dr. Nancy Luckai, Deputy Provost (Designate Chair)
- Ms. Marian Ryks-Szelekovszky, Vice-Provost (Student Affairs)
- Dr. Cynthia Wesley-Esquimaux, Vice-Provost (Aboriginal Initiatives)
- Dr. Alice den Otter, English, Orillia
- Dr. Basel Ismail, Mechanical Engineering
- Dr. Robert Isotalo, Business Administration
- Dr. Doug Ivison, Chair of Senate Academic Committee
- Dr. Wayne Melville, Education
- Dr. Ulf Runesson, Dean, NRM
- Dr. Mirella Stroink, Psychology
- Dr. Maria Grazia Viola, Mathematical Sciences, Orillia
- Mr. Mohammed Asker, Student, Thunder Bay
- Mr. Dave Venneri, Student, Orillia



Moira McPherson, Ph.D.
Provost and Vice-President (Academic)

Process Summary: Academic Plan Review and Refresh Committee

Date: 15 October 2015

From late April to early July 2015 and then in September 2015, the Academic Plan Review and Refresh Committee met almost weekly to consider the implementation status of the 2012-2017 Academic Plan.

This Process Summary will provide 1) a background to the work of the Committee and 2) a context for the work remaining for the final two years of the Academic Plan.

1. Membership

The Committee was comprised of members who were engaged in the initial drafting of the Plan, some new faculty members including Chairs of Senate Committees with responsibility for implementing many of the Plan's Strategies, along with representation from senior administration. Two student representatives, one from each of the campuses, provided valuable input throughout the process. Along with the Provost and Vice-President (Academic) acting as Chair, the members were: D. Venneri (Student - Orillia), M. Asker (Student – Thunder Bay), A. den Otter, W. Melville, B. Ismail, B. Isotalo, D. Ivison, U. Runesson, M. Ryks-Szelekovszky, M. Stroink, M.G. Viola, C. Wesley-Esquimaux and N. Luckai. Support from the Office of the Provost was provided by C. Ridley.

2. Objectives

At its meeting of 6 March 2015, SAC charged the Committee with the following objectives:

- a) To review the Academic Plan, specifically the Strategies and Action Items included in the Action Plan;
- b) To develop a plan for consultation and to coordinate the gathering and reporting of information;
- c) To make decisions about the continuation of 'In Progress' and 'Not Yet Addressed' items;
- d) To re-commit, re-frame or re-configure actions where necessary; and,
- e) To deliver a report with a "refreshed" Academic Action Plan to Senate Academic Committee and to Senate in fall 2015.

In undertaking this review, the Committee understood that the goal was

- a) not to change the existing plan, but to assess overall progress in meeting the original objectives, and
- b) where appropriate, to suggest modifications in keeping with the original spirit of the plan to some of the Strategies and Action Items that were identified as either 'In Progress' or 'Not Yet Addressed'.

3. Assessing the context in which the University operates – 2011 to Now

During the initial meetings, the Committee reviewed the current University context and considered where, if any, there were significant changes from when the Plan was developed to now. Discussion focused on:

- a) Regional demographic changes in both Northwest Ontario and Simcoe County;
- b) The continuing need to balance programming for both breadth and depth;
- c) Responding to ongoing challenges resulting from increasing expectations faced by institutions in the Ontario post-secondary system, while continuing to meet ongoing commitments.

While there have been some changes in these areas over the time period, the challenges identified at the time of the development of the 2012-17 Academic Plan continue to be important and relevant today.

4. Reviewing and Revising the Action Plans

At the 6 March 2015 SAC meeting, the status report on the implementation of the Plan was presented to SAC members. In February 2015, based on information collected from academic units, administrators, and Senate Sub-Committees, each Strategy and Action Item was assigned to one of three status categories - 'Significant Progress', 'In Progress' and 'Not Yet Addressed'. The Provost explained the reasoning behind declaring an action as 'Significant Progress'. In most cases, this meant that the task was either completed or well on its way to being so. As the review evolved, the term 'Ongoing' was sometimes used for tasks that needed constant attention in order to continue to meet the needs of the University community.

The Committee began by reviewing the Implementation Status Report for all actions identified in the Academic Plan and then subsequently focused on those that were identified as either 'In Progress' or 'Not Yet Addressed'. Detailed analyses of each item revealed that there were a variety of reasons for the implementation status including changes to key personnel, recognition that a strategy or action item was redundant or currently impractical, institutional reorganization, lack of clarity around the meanings attached to words and/or phrases, lack of clarity around lines of accountability, lack of action (for various reasons), and actions being undertaken that were not well communicated.

The Committee took a number of actions to address the Strategies and Action Items that were considered 'Not Yet Addressed' or 'In Progress'. These included:

- Defined key words and phrases to better align with institutional usage.
- Specified more explicitly the lines of accountability and communication. For each Action item, a Lead was designated.

- Rephrased Strategies and Action Items to better reflect any changes in the context of the Plan, institutional changes, and where appropriate current research
- In a very few instances, the Strategies and/or Action Items that were no longer appropriate were deleted.
- Where necessary, actions that required further consideration and/or consultation were forwarded to academic support and/or administrative personnel and units with a request to review the actions, consult and collaborate with others as necessary, and to return their actions and any revisions recommended. (Example available upon request.)

Following the receipt of information that was forwarded in response to requests for revisions, the original lists of Strategies and Action items were edited by the Office of the Provost to reflect the changes. The revised lists were then presented to the Review and Refresh committee on Sept 23 for their comment.

Having received approval from the Review and Refresh Committee, the new information has been incorporated into the original full lists showing items of all status categories. A summary “Status” document that shows the percentages of each category for each of the five Priorities will also be created.

As part of the Review process, the committee is seeking the advice of SAC on how best to communicate this process with the University community. We feel it is appropriate to celebrate the progress made thus far and to encourage students, staff and faculty to engage in the efforts required to fulfill the vision of the 2012-17 Academic Plan.

5. Conclusion

Taken together, these actions have resulted in a reviewed and refreshed Academic Plan that the Committee is confident can now be fully progressed through to 2017.

This work is also critical to lay the foundation for the next Academic Plan.

6. Status Summaries for all Action Plans as of September 2015

I. Achieve excellence in teaching, learning and research	
a. High quality undergraduate and graduate programs	pg. 4
b. Intense research, scholarly and creative activity	pg. 8
c. Engaged and successful students, faculty and staff	pg. 11
II. Extend community engagement and outreach	pg. 19
III. Strengthen our commitment to social justice	pg. 22
IV. Enhance our support of First Nations, Métis and Inuit (Aboriginal) students	pg. 25
V. Expand our international reach	pg. 27

2012-17 Academic Plan Review and Refresh – Status of Action Items

September 2015

Priority 1: Achieve excellence in teaching, learning and research
 a. High quality undergraduate and graduate programs

Strategy	Actions	Status
1. Support programs in achieving and maintaining academic excellence through continual evidence-based assessment	1.1 Co-ordinate and monitor the review and approval of academic programs in accordance with the Policy for the Review and Approval of Academic Programs and the Lakehead University Institutional Quality Assurance Process (IQAP). Develop implementation plans that are designed to sustain excellence and/or address areas of improvement.	Significant progress
	1.2 Support accreditation processes and ensure that follow-up plans are in place, implemented and monitored. Review current accreditation practices and schedules to enhance efficiency and effectiveness.	Significant progress
2. Ensure that processes and resources are in place that support undergraduate and graduate excellence	2.1 Systematically review all academic policies and regulations. Ensure consistency in definitions used as part of academic regulations and descriptions of degree requirements.	Significant progress
	2.2 Review and revise the terms of reference of Senate Standing Committees, and other academic committees and/or councils where appropriate, to ensure clarity in roles, responsibilities, and decision making.	Significant progress
	2.3.1 Develop a University-wide plan for the continued development and support of educational/instructional technology that addresses support for infrastructure and technology needs, knowledge of emerging technologies, and related academic and administrative policies.	Significant progress
	2.3.2 Provide instructional supports for faculty preparing and delivering blended, online, and off-site and distance courses.	Significant progress
	2.4 Develop a plan to further enhance and sustain the Writing Centre and the Math Assistance Centre.	Significant progress

Strategy	Actions	Status
	2.5 Examine and address the need for additional structural academic supports for international students, students with disabilities, and students at risk.	Significant progress
	2.6 Develop strategic enrolment plans, including enrolment data and program quality information, as a basis for Integrated Planning and Budgeting resource requests.	Significant progress
3. Provide access to scholarly information to support teaching, learning and research	3.1 Examine the library resources required to support new academic programs as part of the financial review of program review proposals. Provide appropriate resources to support newly approved programs.	In progress
	3.2 Develop/Implement a new library search system to improve student library research and information access.	Significant progress
	3.3 Develop a strategic short and long-term budget plan to protect against inflation and currency fluctuations in Library acquisitions.	Ongoing
	3.4 Continue to develop library collections and share available online and other resources, to support the academic needs of all learners.	Significant progress
4. Ensure that the development of new programs on both campuses align with the mission and academic vision of the University	4.1 Establish a Provost's Programming Task Force composed of faculty and staff representatives from both campuses; Deans, Chairs/Directors and faculty members, the Director of Admissions and Recruitment, and the Registrar to develop a plan for ongoing and future program development on the Orillia and Thunder Bay Campuses. The plan should be based on current market analysis research and should include, but not be limited to, a clear description of the relationships between undergraduate and graduate programming on the two campuses, and of the transfer pathways between programs on the two campuses.	Significant progress
	4.2 Develop and implement a plan for the further development of graduate programs as a key ingredient to achieving our goals as a comprehensive and research intensive university. The plan should address enrolment targets, graduate promotion and recruitment strategies, graduate student funding, and traditional and distance modes of delivery.	Significant progress

Strategy	Actions	Status
	4.3 Explore opportunities for common first year programs and modular degrees. Increase the opportunities and flexibility associated with the development and delivery of double majors.	In progress
	4.4 Review and enhance Aboriginal programs following discussion and input from key university groups and potential employers.	In progress
5. Examine current and proposed curricula to determine if there are opportunities for increasing efficiencies in course and program delivery while still ensuring quality	5.1 Identify and examine similarities and/or overlap in course offerings across different Faculties. Revise where appropriate. (REVISED) As part of the Senate Calendar/Program Review process, identify, examine and address, where appropriate, similarities and/or overlap in course offerings across different Faculties.	Ongoing
	5.2 Develop, and offer for credit, a general First Year Seminar Course to provide students with an opportunity to explore their interests and assist with the transition to university.	In progress
	5.3 Ensure that proposals for new courses and changes to existing courses are accompanied by learner outcomes.	Significant progress
	5.4 Review and revise the requirements of the Social Sciences and Humanities Groups 1 and 2, along with the various “Science” and “Arts” course groupings to ensure consistency in application, as well as to explore opportunities for course delivery efficiencies.	Significant progress
6. Provide attractive and alternative programming options for full-time, part-time, and visiting students	6.1 Continue to develop the spring/summer undergraduate and graduate course offerings in order to address learners’ needs.	Ongoing
	6.2 Continue to explore the development of optional certificate programs (credit, non-credit, blended) as a means to adding value to our undergraduate and graduate degrees and expanding the educational opportunities for learners.	In progress
	6.3.1 Explore the addition of uniquely formatted offerings (e.g., 3 week intensive courses, summer institutes, off- site program delivery).	In progress
	6.3.2 Based on positive exploration results, develop and deliver pilot projects.	In progress

Strategy	Actions	Status
	6.4 Enhance and expand our online and distance course offerings across the faculties. Where appropriate, build on emerging developments in educational technologies, infrastructure, and teaching and learning strategies.	In progress
7. Develop new, and expand existing, articulations and multilateral pathways between colleges and Lakehead University's degree programs	7.1.1 Develop the Annual Provincial Credit Transfer Plans to address the provincial mandate on student mobility.	Significant progress
	7.1.2 Review and revise where necessary admissions and recruitment processes, program requirements, and associated academic regulations in order to meet our credit transfer plans.	Significant progress
	7.2 Examine our processes relative to international credit transfers to address mobility issues for international students.	In progress
	7.3 Restructure existing 1.0 FCE courses (not including special project, thesis, or directed study type courses) into 0.5 FCE courses to remove unnecessary barriers for students transferring from colleges and/or other universities.	Significant progress

Priority 1: Achieve excellence in teaching, learning and research
b. Intense research, scholarly and creative activity

Strategy	Actions	Status
1. Encourage, support, celebrate the contributions of faculty and staff to research, scholarly and creative activity	1.1 Create and maintain an open- access data base of current research publications and scholarly and creative output.	Significant progress
	1.2.1 Develop a plan to increase the amount of support available for participation in national and international academic forums. 1.2.2 Implement the plan and track success.	Ongoing
	1.3 (REVISED) Develop a long range development term plan that will reconcile the need for research facilities and dedicated graduate student space with other academic space requirements.	Significant progress
	1.4 Support hosting national and international journals at Lakehead University.	Significant progress
	1.5 Establish a Research Time Stipend fund.	In progress
	1.6 Explore the development of research productivity norms that are determined by the academic units. Examine how these are referenced and used by the academic community to ensure alignment with the related sections of the collective agreement.	Ongoing
2. Increase the level of institutional research funding	2.1 Increase staff support for helping to build faculty research capacity (e.g. SSHRC Officer).	Significant progress
	2.2 Develop and implement a plan to create new institutional centres of research excellence.	Significant progress
	2.3 Support membership, where appropriate, in Research Institutes that allow groups of researchers to take advantage of additional research funding and other related opportunities.	In progress
	2.4 Improve processes associated with managing research contracts and awards.	Significant progress

Strategy	Actions	Status
3. Increase the number of national and international conferences hosted at Lakehead University	3.1.1 (REVISED) Develop a plan for encouraging and supporting research conference activity (e.g. conferences, publications, funding).	In progress
	3.1.2 Communicate and implement plan. Track success.	In progress
	3.2 Explore the potential for hosting smaller sized conferences using the Thunder Bay campus downtown building facilities.	In progress
4. Increase opportunities for advanced research training	4.1 Develop and implement a plan to expand graduate, postdoctoral fellow, and visiting scholar programs.	In progress
	4.2 Couple university-community research partnerships with CSL partnerships to build opportunities in both teaching and research areas.	In progress
5. Support existing and develop new research collaborations with community and private sector partners	5.1.1 Identify and examine existing research collaborations with a view to understanding the support mechanisms and resources necessary to foster their development.	Significant progress
	5.1.2 Develop an economic development and innovation plan to address increased community and private sector collaboration.	Significant progress
6. Develop relevant methods of knowledge transfer so that the full social and economic benefits of our research can be realized in our communities and regions	6.1.1 Identify, promote, and celebrate successful knowledge transfer efforts.	In progress
	6.1.2 Develop appropriate metrics to measure success in knowledge transfer.	In progress
	6.2 Maintain and expand partnerships with external networks and knowledge transfer sector specialists to ensure access to knowledge transfer resources.	In progress
	6.3.1 Offer professional development for researchers interested in learning about and participating in knowledge transfer.	In progress

Strategy	Actions	Status
	6.3.2 Continue to provide public presentations, workshops, and other publicly accessible knowledge transfer educational activities.	In progress
7. Enhance capacity for and advance Aboriginal research initiatives	7.1 (REVISED) Continue to Support an Aboriginal Research Facilitator to collaborate and promote faculty and student research and scholarly projects in partnership with Aboriginal communities and organization.	In progress
	7.2 Develop and implement a plan to increase awareness of Aboriginal research practices.	In progress
	7.3 Profile and highlight Aboriginal research during Lakehead University's Research Innovation Week.	Ongoing
	7.4 Invite a high profile Aboriginal Scholar to speak during Research Innovation week.	Ongoing
	7.5 Expand Aboriginal Student Research Awards.	In progress
8. Strengthen interdisciplinary research activities	8.1 Develop and implement a plan to remove barriers to interdisciplinary research collaboration.	Ongoing

Priority 1: Achieve excellence in teaching, learning and research
 c. Engaged and successful students, faculty and staff

Strategy	Actions	Status
1. Increase student success by enhancing support services	1.1 Continue to develop and support the Student Success Centre that brings together Orientation, First Year Experience, Academic Advising, Career & Cooperative Education as well as Academic Support Services.	Significant progress
	1.2 (Note – inclusion of a NEW item here required that all other items under this strategy be re-numbered) Examine the delivery of academic advising to students and, based on best practices, <i>review and revise if required, Lakehead's model of academic advising</i> to ensure that the needs of students are best met to optimize retention, academic progression and student success.	Ongoing
	1.2.1 (NEW) Define what is meant by “academic advising” and the roles and responsibilities associated with it for the student, advisor (Academic Units and Enrolment Services) and the University	Ongoing
	1.2.2 (NEW) Increase awareness amongst students of the value of academic advising and the role academic advising can play in a student’s success.	Ongoing
	1.3 Integrate student services such that students can access them and conduct their university business with greater ease (i.e. One- Stop Centre).	Significant progress
	1.4 Re-design the webpage to allow for easier and more direct access to essential student services and processes (i.e. a virtual One-Stop Centre).	Significant progress
	1.5 (REVISED) Develop and implement an institutional retention plan designed to ensure foster student success and degree completion. 1.5.1 (NEW) As part of the Institutional Enrolment Plan, recognize the multifaceted nature of student engagement and academic endeavour in order to foster student success and degree completion.	Significant progress

Strategy	Actions	Status
	1.5.2 (NEW) Survey Faculties and Academic Units to determine critical retention initiatives along with challenges and successes	Significant progress
	1.5.3 (NEW) Develop a plan to recognize and support the work done by Academic Units to foster student success and degree completion.	Significant progress
	1.6 Develop and implement an Early Alert Program to help identify students experiencing academic difficulties.	Significant progress
	1.7 Communicate academic status to all students following mid and term-end assessments.	Ongoing
	1.8 Identify first year courses with high <i>Drop</i> , <i>Fail</i> , and <i>Withdraw</i> rates to identify if additional supports are necessary. Provide necessary supports and refer where appropriate.	Significant progress
	1.9 Support student orientation activities which focus on essential skills and knowledge for students in areas such as money management, communication, independent living, mental health, and study and learning skills	Significant progress
	1.10 Develop “First Year Experience” and “Upper Year Experience” programs on both campuses.	Significant progress
	1.11 Create opportunities for Student Affairs Managers/Directors to discuss and address academic concerns and issues with faculty and academic leaders.	Ongoing
	1.12.1 Define the needs of both the current student population and the academic units with respect to registration processes.	Significant progress
	1.12.2 Update registration processes accordingly.	Significant progress
	1.13.1 Expand academic supports for students studying at a distance.	Significant progress

Strategy	Actions	Status
	1.13.2 Encourage the development of online exams to eliminate the need for students studying at a distance to travel to an exam site, and to minimize the organizational difficulties and costs associated with exam invigilation.	Significant progress
	1.14 Enhance the communication and partnerships between the Library and student services.	Significant progress
	1.15 Provide financial counselling services that help develop students' financial literacy skills.	Significant progress
	1.16 Develop a plan to increase bursaries to help support students with financial needs.	Significant progress
	1.17 Continue to develop and promote support services designed to assist students in seeking employment.	Significant progress
	1.18 Support <i>Safe Talk</i> training for students in the classroom setting.	Significant progress
2. Support initiatives that enhance student/faculty interaction and foster engagement and a culture of inquiry	2.1.1 Promote a top-down mentoring strategy that includes faculty and staff, postdoctoral fellows and PhD students, Master's and undergraduate students. (REVISED)-Develop and promote an academic mentoring strategy by first completing an inventory of initiatives currently underway.	In progress Plan for further development is necessary
	2.1.2 Enhance support strategies focused on student engagement and academic success. (REVISED) Share and disseminate the information using various mechanisms such as workshops with the intention of building upon and promoting current activities.	In progress Plan for further development is necessary
	2.2 Increase collaborative and individual learning spaces in the Library for faculty/staff/student use.	Significant progress
	2.3 Create a shared culture of student success by providing appropriate training to	Significant progress

Strategy	Actions	Status
	faculty and staff to support the institution's student retention goals.	
	2.4 Develop and implement a plan to assess, and improve where necessary, the first year "classroom" experience.	In progress
3. Develop and support new and innovative teaching strategies and incorporate effective instructional technology	3.1 Continue to develop and support the Instructional Development Centre through expansion of services and the addition of qualified support personnel.	Ongoing
	3.2 Provide mentorship programs for new and existing faculty.	Significant progress
	3.3 Develop and deliver a series of instructional sessions on library services for Instructors. Instructional staff.	Significant progress
4. Encourage and support instructional development for all instructors	4.1 (REVISED) Continue to develop and promote instructional development opportunities and experiences for graduate students and all instructional staff.	Significant progress
	4.2.1 Identify incentives to encourage faculty to pursue instructional development opportunities.	In progress
	4.2.2 Develop and deliver a <i>Teaching Certificate</i> for new and existing faculty.	In progress
	4.3 Develop a plan to promote, support, and track faculty participation in the scholarship of teaching and learning.	In progress Action on items identified by the Provost's Task Force
	4.4 Support the development and delivery of training for all faculty and staff on <i>Student Mental Health</i> .	Significant progress
	4.5 Provide education and support for faculty to enhance awareness and understanding of the duty to accommodate students with disabilities and of the associated academic regulations.	Significant progress,
	4.6 Provide English as a Second Language (ESL) programming for instructors.	Significant progress

Strategy	Actions	Status
5. Recognize that learning takes place inside and outside the classroom - Cultivate opportunities for experiential learning and for a high level of involvement in both the university and the community	5.1.1 Assess interest in Community Service Learning (CSL) from faculty members. (REVISED) Develop an inventory of learning opportunities already being incorporated into courses on both campuses that involve students in the community (e.g. Community Service Learning)	Significant progress
	5.1.2 Expand (where appropriate) and Promote CSL opportunities across Faculties. (REVISED) Share and disseminate the information using various mechanisms such as newsletter, workshops, webpages, etc. with the intention of building upon and promoting current activities.	Significant progress
	5.1.3 Create connections with related potential community partners. (REVISED) Provide resources, information, mentoring and support for instructors who include learning opportunities that involve students in the community in their courses	Significant progress
	5.1.4 Create a community advisory board to oversee and assist with CSL partnerships at Lakehead University. 5.1.5 Develop a contract template to support successful partnerships. 5.1.6 Provide necessary CSL instructional expertise and support. Note —5.1.6 is now incorporated into 5.1.3 5.1.7 Develop a CSL certificate for students.	Recommendation is to delete these actions.
	5.2 Expand and promote opportunities for international exchanges.	Significant progress
	5.3 Enhance, and expand where appropriate, cooperative education offerings.	Significant progress
	5.4.1 Develop an inventory of experiential learning on both campuses.	In progress
	5.4.2 Track, record, and promote best practices and recognize excellence. (REVISED) Share and disseminate the information using various mechanisms such as newsletter, workshops, webpages, etc. with the intention of building upon and promoting current activities.	In progress

Strategy	Actions	Status
	5.5.1 (NEW) Explore the development of a system that will acknowledge student participation in courses that include experiential learning, international study or learning opportunities in the community (e.g. CSL).	In progress
6. Enhance, by drawing on best practices, the integration of research with teaching and learning in the undergraduate curriculum	6.1.1 Review programs to determine if a research methods course can be incorporated into the first or second year of undergraduate programs.	In progress
	6.1.2 Determine if there are other meaningful ways to integrate research early in degree programs; where appropriate, revise curricula.	In progress
	6.2 Encourage development of inquiry-based first year courses in program majors.	Significant progress
	6.3 Encourage the development of program specific undergraduate capstone experiences.	Ongoing
	6.4 Incorporate graduate student research presentations/discussions into the undergraduate curriculum where appropriate.	Ongoing
	6.5 Provide workshops on designing courses to integrate research both as content in the curriculum and as process.	In progress
	6.6 Create more opportunities for undergraduate students to be employed as research assistants.	Ongoing
7. Identify meaningful and reliable indicators of teaching and learning excellence	6.1.3 Develop meaningful metrics to assess our institutional performance in teaching and learning and as a learner-centred institution.	In progress
	6.1.4 Track progress and communicate results effectively.	In progress
	6.1.5 Develop plans to sustain excellence and address areas of improvement.	In progress

Strategy	Actions	Status
8. Recognize excellence in teaching and learning, and consistently disseminate the results of progress	8.1 Review, and expand as necessary, ways to recognize and communicate excellence in undergraduate and graduate teaching and learning.	In progress
9. Support and provide recognition for co-curricular endeavours	9.1 Develop and implement a Student Co-Curricular Record to encourage and recognize student involvement in an array of activities that compliment the academic experience.	Significant progress
	9.2 Develop an annual Student Leadership Award. (REVISED) Develop a recognition program (i.e. Lakehead leaders) that celebrates the contributions and achievements of Lakehead students	Significant progress
10. Provide support and ensure access for non-traditional learners	10.1.1. Begin to develop a university-wide understanding of prior learning assessment recognition (PLAR).	In progress
	10.1.2 Develop effective means for PLAR.	In progress
	10.1.3 Develop a PLAR pilot project with an appropriate Academic Unit to determine feasibility.	In progress
	10.1.4 Integrate PLAR into recruitment initiatives and communications where appropriate.	In progress
	10.2 Refer students who appear to be struggling to academic support services and resources such as the Early Alert Program.	Significant progress
11. Invest in academic service and leadership development for faculty and staff	11.1 Provide regular professional development opportunities for Chairs, Directors and Coordinators.	Ongoing
	11.1.1 (NEW) Determine professional development needs of current, and prospective, Chairs, Directors and Coordinators.	Ongoing
	11.1.2 (NEW) Develop, implement and evaluate professional development opportunities for current, and prospective, Chairs, Directors and Coordinators.	Ongoing

Strategy	Actions	Status
	11.1.3 (NEW) Determine professional development needs of staff.	Ongoing
	11.1.4 (NEW) Develop, implement and evaluate professional development opportunities for staff.	Ongoing
	11.2 Provide professional development opportunities designed to help develop effective academic committee leadership skills.	
	11.2 (RENUMBERED) Provide professional development opportunities designed to help develop effective academic committee leadership skills.	In progress
	11.4.1 Provide professional development for academic advisors. 11.4.2 Initiate an <i>Academic Advisor Award</i>. 11.4 (NEW) Provide ongoing professional development opportunities for all those involved in academic advising (Faculty and Enrolment Services Advisors/Staff).	Significant progress
	11.3.1 (RENUMBERED) Develop mechanisms (e.g. roundtable discussion, online resources, workshops, etc.) to increase communication and share best practices, resources, tools (e.g. Degree Audit software), updates on changes to programs and regulations, etc.	Significant progress
	11.3.2 (RENUMBERED) Initiate a mechanism to recognize (e.g. Academic Advisor Award) the work of exceptional Faculty Advisors	Ongoing
	11.4 (RENUMBERED) Provide instructional development sessions on methods to document service contributions.	In progress

Priority II: Extend community engagement and outreach

Strategy	Actions	Status
1. Strengthen our relationship with our regional communities and embrace our role as a vital contributor to economic development	1.1 Host annual forums and workshops that include the participation of multiple community stakeholders.	Ongoing
	1.2 Develop methods to recognize faculty and staff participation in community-based volunteer organisations and boards.	Ongoing
	1.3 Develop a database of faculty and staff who are consulting in community development areas.	In Progress
2. Promote, support and recognize scholarship and creative work that addresses major community concerns	2.1 Develop a plan to expand service-oriented research with community partners.	Significant progress
3. Encourage knowledge transfer using formats that engage the communities we serve	3.1 Develop and implement a plan to effectively communicate and promote knowledge transfer.	Ongoing
4. Promote greater involvement in Community Service Learning	4.1 Encourage Faculties/Schools/Departments to incorporate CSL components into core curricula (as described in Engaged Students Action Plan).	In progress
	4.2 Develop a database of faculty and staff who are interested in community service learning. Share as necessary to foster new teaching, research, and service opportunities.	In progress
5. Create collaborative learning communities connecting Lakehead University and partner institutions with	1.1.1 Evaluate the University's current involvement in all forms of distributed and distance learning delivered to rural and remote communities. Assess the potential for expansion.	Significant progress

Aboriginal, rural and remote communities	1.1.2 Develop an expansion plan that includes community based educators and agencies.	Significant progress
	1.1.3 Expand TSC infrastructure and capacity to support community outreach initiatives.	Significant progress
	1.1.4 Develop and implement pilot projects.	Significant progress
	5.2 Use TelePresence technology to link the resources and capacity of the University to rural, remote and Aboriginal communities.	Significant progress
	5.3 Develop special formatted spring/summer programs such as summer institutes that are designed to bring Aboriginal youth to Lakehead University campuses.	Significant progress
6. Create new and expand existing connections between alumni and the Faculties	6.1.1 Further develop the existing alumni database	Significant progress
	6.1.2 Identify ways to increase the effectiveness of the database	Significant progress
	6.2 Coordinate an annual Faculty/Department alumni event.	In progress
	6.3 Encourage the development of Faculty/School/Department specific newsletters to be forwarded to alumni.	In progress
	6.4 Work with current students to enhance the culture of alumni engagement	Significant progress
	6.5 Engage the Aboriginal Alumni chapter of the Lakehead University Alumni Association in recruitment and retention activities. (REVISED) Engage Aboriginal Alumni in recruitment and retention activities of students, staff and faculty.	Significant progress
	6.6 Host an annual alumni symposium.	Significant progress
	6.7 Invite alumni members to take part in promotion and recruitment activities.	In progress
	6.8 Plan and celebrate the Lakehead University 50 th anniversary.	Significant progress

7. Increase participation in early awareness/ school outreach programs	7.1.1 Create and maintain a database of all school outreach activities (REVISED) Create, maintain and disseminate as appropriate, a database of all K-12 student outreach activities	Not yet addressed
	7.1.2 Develop a plan to build on what we are successfully doing and to expand where necessary and appropriate.	Not yet addressed
	7.2 Conduct research on enrichment activities and incentives necessary to encourage Aboriginal learners in elementary, high school and adult academic upgrading programs to prepare for University.	Significant progress

Priority III: Strengthen our commitment to social justice

Strategy	Actions	Status
<p>1. Expand training and instruction for faculty, staff and students in order to develop awareness and sensitivity to issues related to social justice</p>	<p>1.1.1 Identify existing courses that focus on social justice. Promote these courses and provide access where possible to students in other programs.</p>	<p>Significant progress</p>
	<p>1.1.2 Encourage academic units to incorporate social justice themes in their curriculum where appropriate.</p>	<p>Significant progress</p>
	<p>1.2 Design professional development opportunities that focus on diversity and human rights, and deliver to students, faculty and staff.</p>	<p>Ongoing</p>
	<p>1.3 (REVISED) Develop and disseminate information on social justice at student orientation <i>and at other events during the academic year.</i></p>	<p>In progress</p>
	<p>1.4 (REVISED) Publicize and recognize Encourage and support students, staff and faculty members who demonstrate excellence in promoting social justice on campus through their teaching, research, and/or service.</p>	<p>Ongoing</p>
	<p>1.5 Establish a task force composed of faculty from various disciplines to develop a plan to encourage scholarly dialogue on social justice across campus and in the community.</p> <p>Encourage and support scholarly dialogue on social justice across campus and in the community.</p>	<p>Ongoing</p>
<p>2. Increase faculty, staff, and students' awareness and appreciation of Indigenous knowledge and Aboriginal realities</p>	<p>2.1.1 Establish a joint SAC/SUSC Task Force composed of faculty from various disciplines, both campuses and the Registrar in order to develop a plan for ensuring that all Lakehead students graduate with at least one course that incorporates Indigenous knowledge and/or Aboriginal content. The plan should include a cross faculty survey of where and how Indigenous knowledge and/or Aboriginal content are currently addressed in curricula.</p>	<p>Significant progress</p>

Strategy	Actions	Status
	2.1.2 Develop and implement a plan that addresses the necessary cross faculty program changes.	Significant progress
	2.2 Invite high profile Aboriginal & non-Aboriginal individuals to both Lakehead University campuses to advance awareness on Aboriginal issues/topics.	Significant progress
	2.3 Continue to develop and deliver Indigenous Knowledge seminars for faculty and staff. Promote as essential professional development. (REVISED) Continue to develop and deliver support (e.g. workshops, presentations, etc.) for faculty and staff especially with respect to the Indigenous Content Requirement for programs. Promote as essential professional development.	Ongoing
3. Enhance academic support for diverse groups of learners such as first generation learners and mature students	3.1 Maintain and expand supports available to first generation learners, mature students, and other students with unique needs (e.g., students with disabilities, low income students, lesbian gay, bisexual, transgendered, and queer students).	Ongoing
	3.2.1 Determine the appropriate parameters and metrics for establishing an accurate diversity profile at Lakehead University. 3.2.2 Based on results of research and planning above, establish a Lakehead University profile.	Recommendation is to delete these two Actions.
4. Ensure clear policies, procedures and supports are in place to address issues of discrimination	4.1 (NEW) Establish an Office of Human Rights and Equity (HR/E)	Significant progress
	4.1.1 Conduct a review of all University policies, procedures, and services to ensure inclusivity.	In progress
	4.1.2 Continue to effectively communicate the University policies and procedures governing discrimination to all faculty, staff and students.	In progress

Strategy	Actions	Status
	4.1.3 Promote ways in which Lakehead supports equity and human rights among our students, faculty and staff and identify gaps and/or areas for improvement.	In progress
	4.2 Collect and share examples of ways in which we already do an excellent job of supporting diversity among our students, faculty, and staff. (REVISED) See 5.3	See 5.3
5. Encourage and support diversity as part of our faculty, staff, and student recruitment initiatives	5.1 Design marketing and recruitment strategies and materials to promote inclusiveness and diversity in our faculty, staff and student populations. (REVISED) Ensure institutional recruitment and marketing strategies reflect and promote our support of faculty, staff and student diversity.	Significant progress
	5.2 (REVISED) Encourage awareness of diversity and social justice within academic programming where appropriate.	Ongoing
	5.2.1 (NEW) Create an inventory of courses and/or programming promoting diversity and social justice.	Ongoing
	5.2.2. (NEW) Share information collected under Item 5.2.1 with the on- and off-campus communities	Ongoing
	5.3 (NEW) Collect and share examples of ways in which Lakehead supports cultural diversity and community building.	Ongoing
6. Building on our experience of cultural diversity, engage and support newcomers in our community through our academic programs; faculty, staff and student recruitment; research; and services	5.1 Continue to develop and support Humanities 101 on both campuses.	Significant progress

Priority IV: Enhance our support of First Nations, Aboriginal, Metis and Inuit (Aboriginal) students

Strategy	Actions	Status
1. Ensure access, and provide the necessary academic support services to successfully recruit and retain Aboriginal students	1.1 Coordinate the Aboriginal student support services provided on both campuses.	Significant progress
	1.2.1 Survey Aboriginal students, faculty and staff to determine their satisfaction with, and awareness of, existing support services and to identify other supports that might be needed.	Significant progress
	1.2.2 Follow-up on results of Aboriginal Cultural & Support Services (ACSS) student survey in order to develop new directions and support services.	Significant progress
	1.2.3 Where necessary, maintain and/or enhance existing support services.	Significant progress
	1.3 Develop and maintain a peer support system for students.	Significant progress
	1.4 Continue to develop strong relations with Aboriginal communities.	Significant progress
	1.5 Continue to consult with Aboriginal communities to identify barriers to university participation (e.g. academic preparedness, finances, travel from remote communities) and to work together to remove or mitigate those barriers.	Significant progress
	1.6 Expand Student Success Centre to respond to the specific needs of Aboriginal students.	Significant progress
2. Increase participation of Aboriginal students in graduate studies	2.1.1 Recognize and support the work of the Nanabijou Aboriginal Graduate Enhancement Program (NAGE). (REVISED) Establish and support the position of coordinator of Graduate and External relations within the Office of Aboriginal Initiatives	Significant progress
	2.1.2 Continue to explore the development of programs with an Indigenous focus.	In progress

Strategy	Actions	Status
	2.2 Update database with contact information for current Aboriginal graduate students.	Significant progress
	2.3 Plan and deliver a Faculty of Graduate Studies information session for Aboriginal undergraduate students.	Significant progress
	2.4 Promote the NAGE through ads in Aboriginal newspapers and other forms of media.	Significant progress
	2.5 Continue to develop Aboriginal focused brochures and Aboriginal role model posters.	Significant progress
	2.6 Form relationships and linkages with other SAGE (Supporting Aboriginal Graduate Education) initiatives at post-secondary institutions in Ontario with a view to gaining knowledge, establishing support networks, and sharing effective practices for supporting Aboriginal students.	Significant progress
	2.7.1 Continue to work together to Identify barriers to graduate student participation and develop plans to increase participation.	In progress Organize formal discussions with report.
	2.7.2 Develop Faculty plans (or build upon existing plans) to address unit-specific recruitment and retention of Aboriginal graduate students.	In progress Organize formal discussions with report
3. Establish a gathering place to provide academic support and spiritual, elder and social space for Aboriginal students	3.1 Develop the Gichi Kendaasiwin Centre to create a community, academic, and cultural support centre for Aboriginal students, faculty and staff, and recognize and showcase the history and the accomplishments of Indigenous peoples.	In progress
	3.2 Establish space for Aboriginal students at the Orillia campus. (REVISED) Explore opportunities for Aboriginal student gatherings at the Orillia campus	In progress
	3.2.1. (NEW) Designate space for Aboriginal student use at the Orillia Campus	

Priority V: Expand our international reach

Strategy	Actions	Status and Future Activities (if required)
1. Increase student, staff, and faculty awareness of global issues through increased exposure to international perspectives	1.1.1 Review curricula to identify courses and programs where it is appropriate to introduce international perspectives.	In progress
	1.1.2 Where appropriate, link global issues to local social, environmental, and economic realities.	In progress
	1.2 Develop and implement a plan to increase the number of international learning/exchange opportunities for Lakehead University students.	Significant progress
	1.3 Conduct a needs assessment on language course offerings available on campus to determine where offerings need to be enhanced.	Prepare report for the Provost; due by March 2016
	1.3.1 (NEW) Identify necessary language supports for international and exchange students coming to Lakehead	In Progress
	1.3.2 (NEW) Identify opportunities for Lakehead students planning international/exchange activities to develop required language skills (eg, summer institutes or off-campus programs).	In progress
2. Increase the number of international students enrolled at Lakehead University	2.1 Continue to develop a plan for International Student Expansion on both campuses. Communicate and promote widely.	Significant progress
	2.2 Support and resource the further development of Lakehead International.	Significant progress
	2.3.1 Explore new markets and develop appropriate recruitment strategies	Significant progress
	2.3.2 Recruit international students to enroll in programs at Lakehead University's two campuses.	Significant progress
	2.4 Establish English as a Second Language (ESL) programs to support the entry and retention of international students to the university.	Significant progress

Strategy	Actions	Status and Future Activities (if required)
	2.5.1 Expand the support services available to international students with the aim of retaining them and supporting them to succeed throughout the completion of their degree programs.	Significant progress
	2.5.2 Establish a staff/student mentoring/buddy program to assist international students with transition.	Significant progress
	2.6 Coordinate supports between Lakehead University International and Student Affairs.	Significant progress
3. Encourage and support joint research, economic development, and innovation, teaching, scholarship, and service initiatives that emphasize global connections between our communities and the rest of the world	3.1 Continue to strategically develop partnerships and formalize memoranda of understanding with universities located outside of Canada.	Significant progress
	3.2 Increase the number of bilateral/bidirectional international learning/exchange opportunities for Lakehead faculty, staff, and students.	Significant progress

Status Category (as of Oct 2015)	Number of items	Percentage of total
Significant progress	113	52
Ongoing	36	16
In progress	67	31
Not Yet Addressed	2	1
Total Number of items	218	100