



Office of the Provost and Vice-President (Academic)  
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## MEMORANDUM

Date: 19 October 2015

To: Senate

Subject: Part II – Revisions to the Actions plans of the Academic Plan 2012-17

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Attached please find the detailed revised versions of the Action Plans.

- I. Achieve excellence in teaching, learning and research
  - a. High quality undergraduate and graduate programs pg. 1
  - b. Intense research, scholarly and creative activity pg. 13
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## Priority 1 Achieve Excellence in Teaching, Learning, and Research

### A. High Quality Undergraduate and Graduate Programs

Initiated: Mar 6, 2012

Updated: Feb 17, 2015

Updated: October 2015

Strategy	Actions	Lead Responsibility	Completed and Ongoing Activity	Status and Future Activity (if required)
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.	<b>Office of the Provost</b> <ul style="list-style-type: none"> <li>Faculty Deans</li> <li>Faculty of Graduate Studies Council</li> <li>Senate Standing Committees</li> </ul>	<ul style="list-style-type: none"> <li>Since Mar 2012, 18 UG and 12 G programs and the MD degree have been reviewed</li> <li>Progress on Implementation Plans is reported by Deans annually</li> <li>FAR's and Executive Summaries are posted online</li> <li>All Major Modifications have been reviewed and approved internally and reported on to the Quality Council</li> </ul>	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.	<b>Office of the Provost</b> <ul style="list-style-type: none"> <li>Faculty Deans</li> <li>FGS Council</li> <li>Program Chairs/Directors/Coordinators</li> </ul>	<ul style="list-style-type: none"> <li>9 Professional accreditations have been completed (Social Work, Clinical Psychology, Education, Forestry, Kinesiology, Engineering, Nursing, Medicine, Chemistry)</li> <li>Two programs are actively pursuing accreditation (Law and AACSB Business)</li> </ul>	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.	<b>Senate Academic Committee</b> <ul style="list-style-type: none"> <li>AVP(E)+R</li> <li>SUSC</li> </ul>	<ul style="list-style-type: none"> <li>Recommendations for revisions to Definitions have gone to SAC (Feb 2015)</li> <li>Ad hoc committee completed review of Certificate programs (March 2013)</li> <li>Preliminary review of regulations by AARR; SAC to strike an ad hoc committee to</li> </ul>	Significant progress

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	<p>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.</p>	<p><b>Senate Organization Committee</b></p> <ul style="list-style-type: none"> <li>- University Secretary</li> <li>- Senate Standing Committees</li> <li>- Other Academic Committees/Councils</li> </ul>	<ul style="list-style-type: none"> <li>• complete and report to Senate</li> <li>• Senate Organization Committee oversees changes in the Terms of Reference of all standing Senate committees</li> <li>• TOR's of all Senate committees were reviewed during this period</li> <li>• Establishment of Provost's Council (Feb 2015)</li> </ul>	<p>Significant progress</p>
	<p>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.</p> <p>2.3.2 Provide instructional supports for faculty preparing and delivering blended, online, and off-site and distance courses.</p>	<p><b>Office of the Provost</b></p> <ul style="list-style-type: none"> <li>- VP FO</li> <li>- TSC</li> <li>- CEDL</li> <li>- STLC</li> <li>- IDC</li> <li>- Library</li> <li>- SLC</li> <li>- SAIT</li> </ul>	<ul style="list-style-type: none"> <li>• Provost's Task Force on Excellence in Teaching, Technology and Learning charged with mandate in fall 2014, report due in Spring 2015</li> <li>• Establishment of TelePresence pilot year (2014/2015), criteria for use set for 2015-16 with a RFP for course delivery</li> <li>• IDC provides basic training for instructors using TelePresence facility</li> <li>• CEDL in collaboration with Library provides instructional supports for 2.3.2</li> <li>• Several applications to Ontario Shared Online Course Funding</li> <li>• VPSA developing templates for new policies and guidelines</li> </ul>	<p>Significant progress</p>

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	<p>2.4 Develop a plan to further to enhance and sustain the Writing Centre and the Math Assistance Centre.</p>	<p><b>VP Student Affairs</b></p> <ul style="list-style-type: none"> <li>- SAC</li> <li>- Faculty Deans</li> <li>- University Librarian</li> </ul>	<p>in relation to educational technologies</p> <ul style="list-style-type: none"> <li>• WAC is now located centrally in the Library Commons and provides services through peer tutoring (daytime, evenings and online), annual report of usage available from WAC</li> <li>• CTIG funding secured annually to develop modules tailored to the needs of transfer students</li> <li>• Planning in place for F/T Writing Centre Coordinator as of Summer 2015</li> <li>• MAC continues under the guidance of Dr. W. Huang; MAC has also received CTIG funding to purchase equipment and support peer tutors, annual report of usage available from MAC</li> <li>• FOBA – participating in a pilot project (with WAC and Writing Initiatives committee) to support development of student writing skills</li> </ul>	<p>Significant progress</p>

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	2.5 Examine and address the need for additional structural academic supports for international students, students with disabilities, and students at risk.	<b>VP Student Affairs</b> <ul style="list-style-type: none"> <li>- Dean(s)</li> <li>- LUI</li> <li>- SSC</li> <li>- SAS</li> <li>- VP AI</li> </ul>	<ul style="list-style-type: none"> <li>• LU Intl has hired an Associate Director International Students;</li> <li>• Recognized the need to support INTL students at the graduate level for writing and planning underway</li> <li>• Health insurance fee summer extension now available for returning students</li> <li>• SAS was restructured and has developed unique learning strategies for student clients</li> <li>• Development of the <i>Early Alert System</i></li> <li>• New SSC provides academic success supports for all students</li> </ul>	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.	<b>Office of the Provost</b> <ul style="list-style-type: none"> <li>- Faculty Deans</li> <li>- Chairs/Directors/ Coordinators</li> <li>- Principal Orillia</li> <li>- VP IAP</li> <li>- Dean FGS</li> </ul>	<ul style="list-style-type: none"> <li>• New Annual Budget process developed in preparation for transition to multiyear budget planning</li> <li>• Transition from IA to Office of Institutional Planning and Assessment underway</li> <li>• 2015 review of implementation of Academic Plan underway, critical to multiyear planning and budgeting</li> <li>• Development of University Enrolment Plan will be a focus for 2015/2016</li> </ul>	Significant progress

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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.	<b>University Librarian</b> - Office of the Provost	<ul style="list-style-type: none"> <li>IQAP Self study and program review process helps to identify additional library resource requirements.</li> </ul>	In progress
	3.2 Develop/Implement a new library search system to improve student library research and information access.	<b>University Librarian</b> - TSC - SLC	<ul style="list-style-type: none"> <li>EBSCO's Discovery Service provides single search for finding all items in Library's collection</li> <li>OCUL Collaborative Futures Project will also help us improve information access</li> </ul>	Significant progress
	3.3 Develop a strategic short and long-term budget plan to protect against inflation and currency fluctuations in Library acquisitions.	<b>University Librarian</b> - Office of the Provost	<ul style="list-style-type: none"> <li>Although a key part of Library planning, it is very difficult to forecast \$ fluctuations therefore planning is short term; all periodicals are reviewed when renewed</li> <li>National Library initiatives (e.g. CRKN) may be of assistance.</li> </ul>	Ongoing
	3.4 Continue to develop library collections and share available online and other resources, to support the academic needs of all learners.	<b>University Librarian</b> - TSC - SLC	<p>As part of Library planning</p> <ul style="list-style-type: none"> <li>Re-branding the Thunder Space repository as the Lakehead University Knowledge Commons will showcase, preserve, and present the scholarly output of LU to the world</li> <li>Scholars Portal Dataverse available</li> </ul>	Significant progress  Including a University Archivist as part of the Library staff and realigning library organization will facilitate development of library collections.

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			<ul style="list-style-type: none"> <li>• Scholars Portal ACE provides barrier free access for people with reading disabilities</li> <li>• Library continues to acquire and assess print and electronic materials</li> <li>• Subscription to KANOPE allows streaming of educational video materials</li> </ul>	
<p>4.Ensure that the development of new programs on both campuses align with the mission and academic vision of the University</p>	<p>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.</p>	<p><b>Office of the Provost</b></p>	<ul style="list-style-type: none"> <li>• Provost’s Task Force on Governance structures submitted their report to the Provost and to Deans’ Council (August 2013) – presented set of recommendations that resulted in Faculty alignment changes (approved in Senate spring 2014), program additions to the Orillia calendar</li> <li>• Additional PTF recommendations to be implemented 2015/2016</li> <li>• IQAP (approved spring 2011) continues to provide guidance for developing new programs (e.g. majors, minors, concentrations, etc.) on both campuses</li> <li>• SUSC ensures calendar entries are appropriate</li> <li>• SAC reviews new program offerings and transfer pathways (through SAC QA)</li> <li>• Development of the University</li> </ul>	<p>Significant progress Implementation continues</p>

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			Enrolment Plan is a focus for 2015/2016 and will address programming on both campuses	
	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.	<b>Office of the Provost</b> <ul style="list-style-type: none"> <li>- Dean FGS</li> <li>- Principal Orillia</li> <li>- VP IAP</li> <li>- Faculty Deans</li> </ul>	<ul style="list-style-type: none"> <li>• Several new graduate programs and/or fields developed and approved internally and externally (e.g. MSc Mechanical Engineering, MSc Civil Engineering, Ph.D. Electrical and Computer Engineering, Chemistry, MED Education)</li> <li>• New graduate programs in the workflow (MA Social Justice, PhD Health Sciences)</li> <li>• Review of existing programs and fields (Graduate Specialization in Gerontology)</li> <li>• Online version of MED in development</li> </ul>	Significant progress
	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.	<b>Office of the Provost</b> <ul style="list-style-type: none"> <li>- AVP(E)+R</li> <li>- Faculty Deans</li> </ul>	New distance education technologies (i.e. TelePresence) may facilitate this type of program offering	AVP(E)+R to prepare report for the provost by March 2016
	4.4 Review and enhance Aboriginal programs following discussion and input from key university	<b>Office of the Provost</b> <ul style="list-style-type: none"> <li>- VP Aboriginal Initiatives</li> <li>- Faculty Deans</li> </ul>	<ul style="list-style-type: none"> <li>• Many initiatives from AI in collaboration with the Academic departments are underway</li> </ul>	In progress



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	groups and potential employers.		<ul style="list-style-type: none"> <li>Revision of NAP; continued success of NNEP, interest from Engineering for appropriate entry programming</li> <li>SSC offers <i>Strong Interest Inventory</i> annually to NAP class</li> <li>Job Search Skills workshops offered upon request in the ACSS Lounge</li> </ul>	
5. Examine current and proposed curricula to determine if there are opportunities for increasing efficiencies in course and program delivery while still ensuring quality	<del>5.1 Identify and examine similarities and/or overlap in course offerings across different Faculties. Revise where appropriate.</del> (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.	<b>Office of the Provost</b> <ul style="list-style-type: none"> <li>Faculty Deans</li> <li>SUSC</li> </ul>	<ul style="list-style-type: none"> <li>SUSC reviews courses when submitted as calendar changes (e.g. cross-listing, new offerings)</li> <li>SAC initiated a "Nudge" group intended to assist Academic Units as the review and update their calendar entries. Work started in 2014 will be followed up by enrolment Services as part of routine continuous improvement.</li> </ul>	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.	<b>Office of the Provost</b> <ul style="list-style-type: none"> <li>Faculty Deans</li> <li>SUSC</li> <li>Chairs/Directors/ Coordinators</li> </ul>	<ul style="list-style-type: none"> <li>Committee submitted proposal to Senate for review April 2014</li> <li>SUSC reviewed and revisions are underway</li> <li>Registrar has confirmed UNIV course code (critical to interdisciplinary approach), implementation planned with a 2016 start date</li> </ul>	In progress

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	5.3 Ensure that proposals for new courses and changes to existing courses are accompanied by learner outcomes.	<b>Senate Academic Committee</b> <ul style="list-style-type: none"> <li>- Faculty Deans</li> <li>- FGS Council</li> <li>- SUSC</li> <li>- AVP(E)+R</li> <li>- SAC-QA</li> </ul>	<ul style="list-style-type: none"> <li>• LO's are embedded in all new program and major modification proposals; SAC QA follows up with proponents where appropriate</li> <li>• Professionally accredited programs embed LOs as part of program reviews (e.g. Engineering, Education, Forestry, Business, Nursing)</li> <li>• LO's now included as part of Curriculum navigator submission process</li> </ul>	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.	<b>Office of the Provost</b> <ul style="list-style-type: none"> <li>- Faculty Deans</li> <li>- Chairs/Directors/ Coordinators</li> <li>- AVP(E)+R</li> </ul>	<ul style="list-style-type: none"> <li>• Ad hoc committee reported to SAC; Senate approved (April 2014); Completion of course classification (Dec 2014),</li> <li>• Revisions to the calendar for programs are underway with a goal of full implementation as of 2015-16 academic year</li> </ul>	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.	<b>Office of the Provost</b> <ul style="list-style-type: none"> <li>- Faculty Deans</li> <li>- Dean FGS</li> <li>- Chairs/Directors/ Coordinators</li> <li>- AVP(E)+R</li> </ul>	<ul style="list-style-type: none"> <li>• New TelePresence facilities are enhancing connections between the campuses</li> <li>• Refinements to MBA schedule will be implemented in 2015/16 to offer more courses in spring/summer based on program evaluation and student consultation</li> <li>• New offerings for Engineering transfer students in 2014-15;</li> </ul>	Ongoing

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			further developments in progress	
	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.	<b>CEDL</b> <ul style="list-style-type: none"> <li>- Faculty Deans</li> <li>- Dean FGS</li> <li>- Student Affairs</li> <li>- Chairs/Directors</li> <li>- Graduate Coordinators</li> </ul>	<ul style="list-style-type: none"> <li>• Ad hoc committee completed review of Certificate programs (March 2013), Implementation of recommendations planned for 2015/2016</li> <li>• Business Skills Development Program provides an alternative to the GMAT/GRE for admission to MBA. Piloted in 2014 with 6 students; anticipated enrolment for 2015 is 20-25 students</li> <li>• New certificate development in progress (e.g. Business Information Technology, Languages, Addiction Studies)</li> <li>• Certificate in Management Leadership for corporate clients pilot in progress</li> <li>• Leadership in Complexity certificate has been offered twice; plans to continue</li> </ul>	In progress
	6.3.1 Explore the addition of uniquely formatted offerings (e.g., 3 week intensive courses, summer institutes, off- site program delivery).  6.3.2 Based on positive	<b>Office of the Provost</b> <ul style="list-style-type: none"> <li>- CEDL</li> <li>- Faculty Deans</li> <li>- Dean FGS</li> <li>- Graduate Studies</li> <li>- VP SA</li> <li>- VP AI</li> </ul>	<ul style="list-style-type: none"> <li>• Law – instituted course structure that allows outside instructors to participate (i.e. 1/3 of a half credit course)</li> <li>• Some courses in offsite locations delivered using condensed weekend formats (e.g. Seven Generations)</li> </ul>	In progress

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	exploration results, develop and deliver pilot projects.		<ul style="list-style-type: none"> <li>Successful pilot of 0.5 and 1 FCE online courses condensed into 3- and 6-week formats (previously 6 and 12 weeks)</li> </ul>	
	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.	<b>CEDL</b> <ul style="list-style-type: none"> <li>Faculty Deans</li> <li>Dean FGS</li> <li>VP SA</li> <li>Chairs/Directors</li> <li>Graduate Coordinators</li> <li>TSC</li> </ul>	<ul style="list-style-type: none"> <li>BA History (Online) approved by Senate for launch Sept 2015</li> <li>MPH using WebEx to deliver online courses; program heavily subscribed by working professionals</li> <li>CEDL and IDC provide training opportunities for Online course development</li> <li>MED Education online course development in progress</li> <li>Several applications to Ontario's Shared Online Course Fund (Winter and Fall 2014, Fall 2015)</li> <li>GW (CEDL) to provide more info (14 Oct 2015)</li> </ul>	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.  7.1.2 Review and revise where necessary admissions and recruitment processes, program	<b>Office of the Provost</b> <ul style="list-style-type: none"> <li>Principal Orillia</li> <li>VP IAP</li> <li>AVP(E)+R</li> <li>Faculty Deans</li> <li>Chairs/Directors</li> <li>SAC</li> <li>SUSC</li> </ul>	<ul style="list-style-type: none"> <li>Annual CTIG funding for development of transfer pathways and support for transfer students (e.g. Transfer Student Advisor), funding to develop Lakehead's presence on the ONTransfer website, CTIG funding to develop Electronic Data Import tool to assist with</li> </ul>	Significant progress

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	requirements, and associated academic regulations in order to meet our credit transfer plans.		<ul style="list-style-type: none"> <li>application process</li> <li>Success with ONCAT funding has resulted in several new pathway proposals for diploma to degree (new proposals submitted Jan 2015)</li> <li>Ongoing review of admissions and recruitment processes and activities</li> </ul>	
	7.2 Examine our processes relative to international credit transfers to address mobility issues for international students.	<b>-Office of the Provost</b> <ul style="list-style-type: none"> <li>- VAP(E)+R</li> <li>- LUI</li> <li>- Faculty Deans</li> <li>- Dean FGS</li> </ul>	<ul style="list-style-type: none"> <li>LUI currently developing strategies to work with Enrolment Services and academic faculties</li> <li>Several projects already underway (e.g. Business Al-Ghurair University, Natural Resources Management in China, Engineering in Dubai)</li> </ul>	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.	<b>Faculty Deans</b> <ul style="list-style-type: none"> <li>- Chairs/Directors/ Coordinators</li> <li>- AVP(E)+R</li> <li>- Senate Standing Committees</li> </ul>	<ul style="list-style-type: none"> <li>By 2019, all 0.25 FCE courses in Education will have converted to .5 or 1.0 FCE</li> <li>SUSC reviews requests for new 1 FCE courses.</li> </ul>	Significant progress

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### B. Intense Research, Scholarly and Creative Activity

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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.	<b>VP RI</b> - Office of Research Services	<ul style="list-style-type: none"> <li>Pilot Open-Access Publication fund established by SRC in 2015</li> <li>Open-Access Repository available in the Library</li> <li>Open-access workshops to be jointly held by Research Services and the Library following federal government's release of open-access policy</li> </ul>	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.	<b>VP RI</b> - SRC	<ul style="list-style-type: none"> <li>SRC increased funding available for conferences from \$600 to \$1000</li> <li>SRC continues to consider ways to support participation</li> <li>ROMEEO database allows for tracking of funding received</li> </ul>	Ongoing
	1.3 Develop a long <del>range</del> <del>development term</del> plan that will reconcile the need for research facilities and dedicated graduate student space with other academic space requirements.	<b>Office of the Provost and VP RI and VP FO</b> - Dean FGS	<ul style="list-style-type: none"> <li>CNFER conversion committee established to determine space utilization plan; building to revert back to Lakehead in March 2016.</li> <li>Priority to be given to graduate student space and research space to address space shortages on campus</li> <li>The CNFER Project (Phase 1 and 2) is part of Lakehead's MTCU Capital Request (Stage 1</li> </ul>	Significant progress

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			<ul style="list-style-type: none"> <li>application)</li> <li>Dean FGS in discussion with the University Librarian regarding better use of dedicated space</li> </ul>	
	1.4 Support hosting national and international journals at Lakehead University.	<b>VP RI and University Librarian</b>	<ul style="list-style-type: none"> <li>Hosted and maintained by the Library (Cdn. J. Env. Educ., Inter'l J Holistic Early learning and Development, Lakehead Law Journal)</li> <li>Research Services convened a meeting of all Journal editors on campus to discuss strategies to expand journal offerings</li> <li>VPRI Strategic Fund provided infrastructure support to Dr. Scott Pound to establish and open Access media Lab for all disciplines</li> <li>Open Access Journal in process of being established</li> </ul>	Significant progress
	1.5 Establish a Research Time Stipend fund.	<b>VP RI</b> - SRC	SRC Ad hoc Task Force has been struck to address this issue	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	<b>Office of the Provost and VP RI</b> - Faculty Deans	Ongoing discussions with stakeholders	Ongoing

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	community to ensure alignment with the related sections of the collective agreement.			
2. Increase the level of institutional research funding	2.1 Increase staff support for helping to build faculty research capacity (e.g. SSHRC Officer).	<b>VP RI</b>	<ul style="list-style-type: none"> <li>SSHRC Research Facilitator hired in 2011; SSHRC Funding as more than tripled as a result</li> <li>A strategic reinvestment proposal has been submitted for an NSERC/CIHR Research Facilitator in 2015-2016 budget submission</li> </ul>	Significant progress
	2.2 Develop and implement a plan to create new institutional centres of research excellence.	<b>VP RI</b> - Office of the Provost	<ul style="list-style-type: none"> <li>Research Services is supporting the pursuit of industry research chairs for CESME; one application has been submitted to NOHFC's Industry Research Chair program</li> <li>A plan for developing an institutional application for Canada First Research Excellence Fund (CFREF) underway</li> </ul>	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.	<b>VP RI</b> - Faculty Deans - Dean FGS	<ul style="list-style-type: none"> <li>Funding for a MITACs membership has been secured through a number of internal and external sources</li> <li>Lakehead is a member of the Fields Institute</li> </ul>	In progress



## Priority 1 Achieve Excellence in Teaching, Learning, and Research

### B. Intense Research, Scholarly and Creative Activity

Initiated: Mar 6, 2012

Updated: Feb 17, 2015

Updated: September 2015

Strategy	Actions	Lead Responsibility	Completed and Ongoing Activity	Status and Future Activity (if required)
	2.4 Improve processes associated with managing research contracts and awards.	<b>VP RI and VP FO</b>	<ul style="list-style-type: none"> <li>Romeo database has greatly improved management of research contracts and awards at Lakehead</li> <li>Senate Research Committee launches on-time Strategic Research Development Fund to improve external success rates with Tri-Council</li> <li>Re-design of the VPREDI Strategic Fund to better align with new strategic priorities, including better integration between graduate studies and research</li> <li>REB harmonization initiative with TBRHSC underway</li> <li>Draft Research Integrity Policy completed</li> </ul>	Significant progress
3. Increase the number of national and International conferences hosted at Lakehead University	<p>3.1.1 (REVISED) Develop a plan for encouraging and supporting research activity (e.g. conferences, publications, funding).</p> <p>3.1.2 Communicate and implement plan. Track success.</p>	<p><b>VP RI</b></p> <ul style="list-style-type: none"> <li>Office of the Provost</li> <li>VP FO</li> </ul>	<ul style="list-style-type: none"> <li>Executive Director for the Canadian Federation for the Humanities and Social Sciences will be at Lakehead during Research and Innovation Week 2015 to explore potential for Thunder Bay to potentially host the CFHSS Congress</li> <li>SRC launched a one-time special Research Development Fund competition</li> </ul>	In progress

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			<ul style="list-style-type: none"> <li>• SRC established new open Access Journal Fund to assist researchers to comply with Federal open Access Policy</li> <li>• VPRI launched Sustainability Studies Research Grant (pilot program)</li> </ul>	
	3.2 Explore the potential for hosting smaller sized conferences using the Thunder Bay campus downtown building facilities.	<b>VP RI</b> - VP FO	<ul style="list-style-type: none"> <li>• Law Aboriginal Conference</li> </ul>	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.	<b>Office of the Provost and VP RI</b> - Dean FGS - Faculty Deans	<ul style="list-style-type: none"> <li>• Postdoctoral and Visiting Scholar policy to be updated in 2015 to convert PDFs to employees</li> <li>• VPRI and Provost are exploring mechanisms to better integrate research and graduate studies</li> </ul>	In progress
	4.2 Couple university-community research partnerships with CSL partnerships to build opportunities in both teaching and research areas.	<b>Office of the Provost and VP RI</b> - Dean FGS - Faculty Deans	<ul style="list-style-type: none"> <li>• IDC, NOSM and Research Services held first Community Engaged Scholarship Workshop in 2015</li> <li>• IDC and Research Services working together to find ways to expand CSL and undergraduate research opportunities</li> </ul>	In progress
5. Support existing and develop new research	5.1.1 Identify and examine existing research collaborations with a view	<b>VP RI</b> - Faculty Deans - External Relations	<ul style="list-style-type: none"> <li>• Based on poll of faculty, Offered 3 workshops to bring faculty/industry</li> </ul>	Significant progress

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collaborations with community and private sector partners	<p>to understanding the support mechanisms and resources necessary to foster their development.</p> <p>5.1.2 Develop an economic development and innovation plan to address increased community and private sector collaboration.</p>		<p>together. Simcoe County (1), Thunder Bay (2)</p> <ul style="list-style-type: none"> <li>Held 13 PACED (President's Advisory Council on Economic Development) meetings in Orillia (6), and Thunder Bay (7) to hear from business community consulting on Lakehead's role in Economic Development</li> <li>Participated in local economic development task force initiative to bring together Ec. Dev. Organizations to share resources and reduce duplication of effort</li> </ul>	
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	<p>6.1.1 Identify, promote, and celebrate successful knowledge transfer efforts.</p> <p>6.1.2 Develop appropriate metrics to measure success in knowledge transfer.</p>	<p><b>VP RI</b></p> <ul style="list-style-type: none"> <li>Faculty Deans</li> <li>External Relations</li> </ul>	<ul style="list-style-type: none"> <li>Held second annual Business to Innovation event to celebrate and demonstrate successful academic/industry collaborations and highlight the effectiveness of knowledge transfer through research partnerships</li> <li>Developing metrics for knowledge transfer is ongoing. Draft plan expected in 2015</li> </ul>	In progress
	6.2 Maintain and expand partnerships with external networks and knowledge transfer sector specialists	<p><b>VP RI</b></p> <ul style="list-style-type: none"> <li>Faculty Deans</li> <li>External Relations</li> </ul>	<ul style="list-style-type: none"> <li>The EDI has maintained membership in AUTM (Association of University Technology Managers)</li> </ul>	In progress

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	to ensure access to knowledge transfer resources.		<p>which is a valuable knowledge transfer resource and source of best practices.</p> <ul style="list-style-type: none"> <li>• Exploring opportunities with the Excellence in Manufacturing Consortium (EMC) as a knowledge transfer resource.</li> <li>• Participation at select industry trade shows and conferences to develop new partnerships is an ongoing exercise</li> </ul>	
	<p>6.3.1 Offer professional development for researchers interested in learning about and participating in knowledge transfer.</p> <p>6.3.2 Continue to provide public presentations, workshops, and other publicly accessible knowledge transfer educational activities.</p>	<p><b>VP RI</b></p> <ul style="list-style-type: none"> <li>- Faculty Deans</li> <li>- External Relations</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage faculty and students through face to face meetings and outreach sessions like “Northern Spark” (student centred) and “Business 2 Innovation” to bring their ideas/technology to the EDI for evaluation and knowledge transfer/commercialization assistance</li> </ul>	In progress
7. Enhance capacity for and advance Aboriginal research initiatives	7.1 <del>Continue to</del> support an Aboriginal Research Facilitator to collaborate and promote faculty and student research and scholarly projects in partnership with Aboriginal communities and	<b>VP RI and VP AI</b>	<ul style="list-style-type: none"> <li>• The 2-year contract Research Facilitator position ended in 2013</li> <li>• VP AI and VP RI are preparing a recommendation on how best to address this action</li> </ul>	<p>In progress</p> <p>A formal report from the two co-leads will be developed by February 2016 for the Office of the President</p>

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	organization.		item and 7.2	
	7.2 Develop and implement a plan to increase awareness of Aboriginal research practices.	<b>VP RI and VP AI</b>	See 7.1	See 7.1
	7.3 Profile and highlight Aboriginal research during Lakehead University's Research Innovation Week.	<b>VP RI and VP AI</b>	<ul style="list-style-type: none"> <li>Two events are planned for 2015</li> </ul>	Ongoing
	7.4 Invite a high profile Aboriginal Scholar to speak during Research Innovation week.	<b>VP RI and VP AI</b>	<ul style="list-style-type: none"> <li>Cynthia Wesley Esquimaux, Vice-Provost, Aboriginal Initiatives was be a keynote speaker during R/I Week 2015</li> </ul>	Ongoing
	7.5 Expand Aboriginal Student Research Awards.	<b>VP RI and VP AI</b>	See 7.1	See 7.1
8. Strengthen interdisciplinary research activities	8.1 Develop and implement a plan to remove barriers to interdisciplinary research collaboration.	<b>VP RI and Office of the Provost</b>	<ul style="list-style-type: none"> <li>CESME is the latest example of a Centre of Excellence that is built on the idea of interdisciplinarity</li> </ul>	Ongoing

## Priority 1 Achieve Excellence in Teaching, Learning, and Research

### C. Engaged and Successful Students, Faculty, and Staff

Initiated: Mar 6, 2012

Updated: Feb 17, 2015

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Strategy	Actions	Lead Responsibility	Completed and Ongoing Activity	Status and Future Activity (if required)
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.	<b>VPSA and VPA(E)+R</b> - SSC	<ul style="list-style-type: none"> <li>• Proactive outreach to students by Academic Advising, Records &amp; Registration (AARR) to assist them in understanding their academic program requirements in efforts to increase progression and ultimately graduation rates</li> <li>• Student Success Advisors offering one-on-one appointments that bridge career planning with academic progress / goals</li> <li>• New Student Success Seminars developed to meet needs of students and particular student populations</li> <li>• Continue to identify targeted needs and supports for international students</li> <li>• Proposal for Early Alert System as outcome of ASR Committee – Proposal to fund development through Strategic Initiative Project in 15/16 budget process</li> <li>• mySuccess website launched: Co-Curricular Record, Job Bank, appointment calendars</li> <li>• E-communication tool – GetResponse – to communicate with students – expand program and support awareness. Piloted in Summer/Fall 2014 and is being expanded to SSC's communication with students</li> </ul>	Significant progress

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	<p>1.2 (Note – inclusion of a NEW item here required that all other items under this strategy be re-numbered)</p> <p>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.</p>	<p><b>AVP(E)&amp;R, Associate Registrar</b></p> <ul style="list-style-type: none"> <li>• Faculty Deans</li> <li>• Chairs/Directors/C coordinators</li> <li>• VP AI</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing professional development by staff of the Office of Enrolment Services and by the Office of Aboriginal Initiatives.</li> <li>• Reorganization of the Office of Enrolment Services, including Student Success and Recruitment, to adopt “One-Stop”, fast response approach to student advising and clearer definition of roles and responsibilities for each area of service delivery.</li> </ul>	<p>Ongoing</p> <p>Specific Actions/Goals Proposed:</p> <ol style="list-style-type: none"> <li>1. Literature review of advising models and best practices (Fall 2015-Winter 2016)</li> <li>2. Develop a Working Group on Academic Advising comprised of faculty and staff to discuss the current state of advising at Lakehead and prepare recommendations for advising for the future at Lakehead (Winter 2016-Fall 2016)</li> <li>3. Develop and execute a communications strategy around the importance of “staying on track” and advising (Fall 2015)</li> <li>4. Continue pro-active advising – identify students at-risk and intervene as appropriate (ongoing)</li> <li>5. Prepare recommendations for the Provost around an Advisor Award (Fall 2016)</li> </ol>
	<p>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</p>	<p><b>See 1.2</b></p>	<p>See 1.2</p>	<p>See 1.2</p>

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	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.	See 1.2	See 1.2	See 1.2
	1.3 Integrate student services such that students can access them and conduct their university business with greater ease (i.e. One- Stop Centre).	<b>VPSA and VPA(E)+R</b> - TSC	<ul style="list-style-type: none"> <li>Enrolment Services created in January 2014 – bringing together Undergraduate Recruitment, Admissions, Student Awards and Financial Aid, and AARR – allows greater flow of information between departments and ability to provide students with information and advice spanning all areas. Well received!</li> </ul>	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).	<b>VPSA and VPA(E)+R</b> - TSC	<ul style="list-style-type: none"> <li>Launch of the mySuccess website has brought together the Co-Curricular Record, Job Bank, Appointment Calendars, and Event Registration tools into a single site for users</li> <li><a href="https://www.lakeheadu.ca/current-students">https://www.lakeheadu.ca/current-students</a> - current "light-version" of what the vision is for one-stop shop. It is the <u>third most visited page</u> on lakeheadu.ca (after the homepage and Academics.)</li> </ul>	Significant progress



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			<ul style="list-style-type: none"> <li>• Digitizing of required processes and forms in progress</li> <li>• Enrolment Services - providing enhancements of the "Student" section within myInfo</li> <li>• myInfo is the environment that would best serve as the virtual one-stop shop</li> <li>• Redesign of Calendar ongoing</li> </ul>	
	<p><del>1.5 Develop and implement an institutional retention plan designed to ensure foster student success and degree completion.</del></p> <p>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.</p> <p>1.5.2 (NEW) survey Faculties and Academic Units to determine critical retention initiatives along with challenges and successes</p> <p>1.5.3 (NEW) Develop a plan to recognize and support the work done by Academic Units to foster student</p>	<p><b>Office of the Provost</b> - VP SA</p>	<p>New items intended to reframe the previous action item and promote/recognize activities underway.</p>	<p>Significant progress</p> <p>Plan for further development is necessary. Task to be assigned to the Enrolment Plan Development group to be led by VP IAP in 2015/16</p>

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	success and degree completion.			
	1.6 Develop and implement an Early Alert Program to help identify students experiencing academic difficulties.	<b>VP SA</b> <ul style="list-style-type: none"> <li>- VPA(E)+R</li> <li>- SSC</li> <li>- Faculty Deans</li> <li>- Chairs/Directors</li> </ul>	<ul style="list-style-type: none"> <li>• Following on the work of the Admissions Success Retention Committee, recommendations regarding Early-Alert programming have been developed and submitted to the Student Success Centre for review and operationalizing</li> <li>• Proposal for financial support to develop Early Alert System has been submitted as part of 2015/16 Strategic Initiatives budget process</li> </ul>	Significant progress
	1.7 Communicate academic status to all students following mid and term-end assessments.	<b>AVP(E)+R</b> <ul style="list-style-type: none"> <li>- Faculty Deans</li> <li>- Chairs/Directors</li> </ul>	<ul style="list-style-type: none"> <li>• Year-end status reports were issued to all students</li> <li>• More regular communication with current students (minimum of 2 times per term)</li> </ul>	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.	<b>AVP(E)+R</b> <ul style="list-style-type: none"> <li>- Faculty Deans</li> <li>- Chairs/Directors</li> <li>- SSC</li> </ul>	<ul style="list-style-type: none"> <li>• Enrolment Services: AARR - Reviewed 2012/13 courses with high drop, fail and withdrawal (DFW) rates</li> <li>• For 2014/15 plan to contact students in these courses to identify supports</li> <li>• DFW rates for 2013/14 have been reviewed and information will be distributed to Deans affected as next step</li> <li>• Monitoring DFW rates and follow-up in those courses</li> </ul>	Significant progress

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			planned to be built into Early Alert System	
	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	<b>Student Success Centre</b>	<ul style="list-style-type: none"> <li>Orientation reviewed annually to ensure essential knowledge and programming are delivered: mental health, stress management, alcohol education, sexual consent, misconduct, study and learning skills, etc...</li> </ul>	Significant progress
	1.10 Develop "First Year Experience" and "Upper Year Experience" programs on both campuses.	<b>VP SA</b> - SSC - Faculty Deans	<ul style="list-style-type: none"> <li>As a first-step in developing robust FYE and UYE programming, Co-Curricular Record was launched – encouraging students to participate, become involved and engaged in wide range of activities that can be recognized on a CCR</li> <li>Student Ambassador Volunteer program scheduled for review in Summer 2015 with a re-launch of the program planned for September 2015</li> </ul>	Significant progress
	1.11 Create opportunities for Student Affairs Managers/Directors to discuss and address academic concerns and issues with faculty and academic leaders.	<b>VPA(E)+R</b>	<ul style="list-style-type: none"> <li>Admissions, Success, Retention committee includes faculty, Deans and Managers/Directors</li> <li>Student Affairs team meetings include opportunity to bring in guests to discuss relevant</li> </ul>	Ongoing

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			issues of concern	
	<p>1.12.1 Define the needs of both the current student population and the academic units with respect to registration processes.</p> <p>1.12.2 Update registration processes accordingly.</p>	<p><b>VPA(E)+R</b></p> <ul style="list-style-type: none"> <li>- Faculty Deans</li> <li>- Chairs/Directors</li> </ul>	<ul style="list-style-type: none"> <li>• Closely monitoring registration and the questions/issues encountered by students</li> <li>• Reaching out to all new students to support them with their registration</li> <li>• Updated myInfo when students first register with “Students Rights &amp; Responsibilities”</li> <li>• Ongoing troubleshooting and continuous improvement is the goal to address issues – inability of system to handle load of students (and others) using myInfo at any given time. ERP and Web Development Services exploring solutions to aid in the volume of 2015 Registrations</li> </ul>	Significant progress
	<p>1.13.1 Expand academic supports for students studying at a distance.</p> <p>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.</p>	<b>VP SA and CEDL</b>	<ul style="list-style-type: none"> <li>• In partnership with the Library, the Writing Centre is developing an online research and writing tool available to all Lakehead students. Fall 2014 – Writing Centre began to offer online coaching for learners at a distance</li> <li>• SSC staff - exploring ideas to repurpose existing Skills for Success Seminars (e.g. online workshops); exploring additional topics relevant to learners at a distance.</li> <li>• Success advising appointments</li> </ul>	Significant progress

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			<ul style="list-style-type: none"> <li>available via phone or Skype</li> <li>2/3 of online courses have online exams. Working to further increase that number</li> </ul>	
	1.14 Enhance the communication and partnerships between the Library and student services.	<b>VP SA and University Librarian</b>	<ul style="list-style-type: none"> <li>Monthly meeting between Library Technicians and Web Development Services</li> <li>Developed and implemented an online Photo I.D. order system</li> <li>Reference librarians and Writing Centre coordinator design and co-present academic research and writing workshops</li> <li>Collaborate on Career Cruising subscription</li> </ul>	Significant progress
	1.15 Provide financial counselling services that help develop students' financial literacy skills.	<b>VP SA</b>	<ul style="list-style-type: none"> <li>Financial Literacy plan in development; Responsibility incorporated into staff member's role</li> <li>Online webinar planned for Parents of Prospective Students/Applicants March 2015</li> <li>In development – plans for high school presentations on Financial Literacy</li> </ul>	Significant progress
	1.16 Develop a plan to increase bursaries to help support students with financial needs.	<b>VP SA and VP ER</b>	<ul style="list-style-type: none"> <li>Enhanced promotion of bursaries – posters, online communication, information tables</li> <li>VPSA and External Relations collaborating to increase donor-awarded bursaries and other financial supports</li> </ul>	Significant progress

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	1.17 Continue to develop and promote support services designed to assist students in seeking employment.	<b>VP SA</b> - SSC - Financial aid	<ul style="list-style-type: none"> <li>Job Bank system (ORBIS) launched.</li> <li># Career Fairs doubled; increasing demand for on-campus employer information sessions and interviews</li> <li>Job Search seminars developed in partnership with Writing Centre</li> <li>Weekly resume clinics</li> <li>Student Success Advisors – trained to explore connections between students' academics and career paths</li> <li>Fall 2014 – launched an Online Persona seminar to assist students in reviewing and managing their online personas; developing professional LinkedIn page</li> <li>Offer students coaching on professional attire and taking of a “professional head-shot” that can be used for online persona</li> </ul>	Significant progress
	1.18 Support <i>SafeTalk</i> training for students in the classroom setting.	<b>VP SA</b> - Student Health & Counselling Centre	<ul style="list-style-type: none"> <li>SafeTALK sessions provided over several years.</li> <li>Need to identify new SafeTALK instructor(s) so that program can be delivered again in Fall 2015 (and beyond)</li> </ul>	Significant progress
2. Support initiatives that enhance student/faculty interaction and	<del>2.1.4 Promote a top down mentoring strategy that includes faculty and staff, postdoctoral fellows and PhD students, Master's</del>	<b>Office of the Provost</b> - Faculty Deans - Dean FGS - IDC	<ul style="list-style-type: none"> <li>Established three part series on applying to Graduate School through Student Success Seminars. SSC partnered with Graduate Studies on content</li> </ul>	In progress  Plan for further development is necessary

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foster engagement and a culture of inquiry	<p><del>and undergraduate students.</del> (REVISED)-Develop and promote an academic mentoring strategy by first completing an inventory of initiatives currently underway</p> <p>2.1.2 <del>Enhance support strategies focused on student engagement and academic success.</del> (REVISED) Share and disseminate the information using various mechanisms such as workshops with the intention of building upon and promoting current activities.</p>		<p>and delivery</p> <ul style="list-style-type: none"> <li>Sessions delivered to Orillia through Telepresence</li> <li>Redevelopment of Student Leadership program</li> <li>Expansion of Student Success Seminars, preparation for co-op sessions, preparing students for work terms. (ongoing)</li> </ul>	
	2.2 Increase collaborative and individual learning spaces in the Library for faculty/staff/student use.	<b>University Librarian</b>	<ul style="list-style-type: none"> <li>Writing Centre works closely with faculty on strategies to enhance student writing in the classroom</li> <li>Writing Centre seminars available that can be delivered in-class to faculty</li> <li>New group study space in Library</li> </ul>	Significant progress
	2.3 Create a shared culture of student success by providing appropriate training to faculty and staff	VP SA	<ul style="list-style-type: none"> <li>Ongoing training opportunities and initiatives to address faculty/staff development around mental health</li> </ul>	Significant progress

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	to support the institution's student retention goals.		<ul style="list-style-type: none"> <li>Work with Faculties/Departments to provide Job Search Skills training in classrooms upon request</li> <li>IDC workshops</li> </ul>	
	2.4 Develop and implement a plan to assess, and improve where necessary, the first year "classroom" experience.	<b>Office of the Provost</b>	<ul style="list-style-type: none"> <li>First Year Experience course in development</li> </ul>	In progress
3	Develop and support new and innovative teaching strategies and incorporate effective instructional technology	<b>Office of the Provost</b> - IDC - STLC	<ul style="list-style-type: none"> <li>IDC operated with seconded Director and part time Coordinator –</li> <li>Instructional development workshops and services, including a Graduate Student Skills credential, provided annually</li> <li>Provost's Task Force on Excellence in Teaching, Technology and Learning. Report will address this item</li> </ul>	Ongoing  Action on items identified by the Provost's Task Force
	3.2 Provide mentorship programs for new and existing faculty.	<b>Office of the Provost</b> - IDC	<ul style="list-style-type: none"> <li>Two day New Faculty Orientation delivered on both campuses</li> <li>Workshops offered by IDC</li> <li>Attendance of faculty at Learning Outcomes workshops</li> </ul>	Significant progress
	3.3 Develop and deliver a series of instructional sessions on library services	<b>University Librarian</b> - IDC	<ul style="list-style-type: none"> <li>T and L week 2013 – Library sessions on Copyright and Thunder Space, Zotero Basics</li> </ul>	Significant progress



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### C. Engaged and Successful Students, Faculty, and Staff

Initiated: Mar 6, 2012

Updated: Feb 17, 2015

Updated: September 2015

Strategy	Actions	Lead Responsibility	Completed and Ongoing Activity	Status and Future Activity (if required)
	for Instructors.		(W2015) delivered, session delivered during NFO	
4 Encourage and support instructional development for all instructors	4.1 Continue to develop and promote instructional development opportunities and experiences for graduate students.	<b>Faculty of Graduate Studies</b> - IDC	<ul style="list-style-type: none"> <li>• IDC offers Skills Certificate for graduate students</li> <li>• Faculty of Graduate Studies provides annual orientation sessions</li> </ul>	Significant progress
	4.2.1 Identify incentives to encourage faculty to pursue instructional development opportunities.	<b>Office of the Provost</b> - STLC - IDC	<ul style="list-style-type: none"> <li>• Provost's Task Force on Excellence in Teaching, Technology and Learning to provide recommendations</li> </ul>	In progress  Action on items identified by the Provost's Task Force
	4.2.2 Develop and deliver a <i>Teaching Certificate</i> for new and existing faculty.			
	4.3 Develop a plan to promote, support, and track faculty participation in the scholarship of teaching and learning.	<b>Office of the Provost</b> - STLC - IDC	<ul style="list-style-type: none"> <li>• Provost's Task Force on Excellence in Teaching, Technology and Learning to provide recommendations</li> </ul>	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> .	<b>VP SA</b> - Student Health & Counselling - IDC - Human Resources	<ul style="list-style-type: none"> <li>• Mental Health First Aid sessions offered to staff and faculty</li> <li>• Ready for launching in Fall 2015: "More Feet on the Ground" mental health - an educational website on how to recognize, respond and refer students experiencing mental health issues on campus</li> </ul>	Significant progress
4.5 Provide education and support for faculty to enhance awareness and understanding of the duty to accommodate students with	<b>VP SA</b> - Student Accessibility Services - Human Resources	<ul style="list-style-type: none"> <li>• Student Accessibility Services – annually involved in New Faculty Orientation sessions</li> <li>• Professors provided with information outlining their</li> </ul>	Significant progress,	

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	disabilities and of the associated academic regulations.		responsibilities with the provision of academic accommodations and balancing those with ensuring essential requirements of course/program are maintained <ul style="list-style-type: none"> <li>• Established a sub-group of Senate Teaching and Learning focused on discussions around accessibility and academic accommodations</li> <li>• Guest speaker from Ontario Human Rights Commission held session during Teaching and Learning Week (Fall 2013) around human rights, duty to accommodate</li> <li>• As required, VPSA meets with departments to discuss unique accommodation requirements and how best to fulfill duty to accommodate.</li> <li>• Meeting planned with academic departments/Faculties, Student Accessibility Services, Ombudsperson – to identify the challenges academic areas are dealing with to meet the obligations to accommodate students</li> </ul>	
	4.6 Provide English as a Second Language (ESL) programming for instructors.	<b>Office of the Provost</b> - Faculty Deans	<ul style="list-style-type: none"> <li>• Faculty of Education developed and delivered TESL program; program has been granted 'Permanent' status by TESL</li> </ul>	Significant progress

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### C. Engaged and Successful Students, Faculty, and Staff

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Strategy	Actions	Lead Responsibility	Completed and Ongoing Activity	Status and Future Activity (if required)
			Canada, our graduates will qualify for a TESL Canada Professional Standard One certificate	
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	<del>5.1.1 Assess interest in Community Service Learning (CSL) from faculty members.</del> (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)	<b>Office of the Provost</b> - VP RI	<ul style="list-style-type: none"> <li>Community Engaged Scholarship Initiative currently in progress in conjunction with Office of Research Services and VP RI; CES Workshop took place in November 2014</li> <li>Many instructors are incorporating CSL into courses (list in development by Food Security Research Network group)</li> </ul>	Significant progress
	<del>5.1.2 Expand (where appropriate) and Promote CSL opportunities across Faculties.</del> (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.	<b>Office of the Provost</b> - VP RI - ORS - Media Relations - IDC	<ul style="list-style-type: none"> <li>VPRI sponsored Workshop in Fall 2014</li> <li>Widely recognized leadership by the Food Security Research Network.</li> <li>IDC Workshops covering a broad range of related topics continue to be delivered annually.</li> </ul>	Significant progress

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	<p>5.1.3 <del>Create connections with related potential community partners.</del> (REVISED) Provide resources, information, mentoring and support for instructors who include learning opportunities that involve students in the community in their courses</p>	<p><b>Office of the Provost</b></p> <ul style="list-style-type: none"> <li>- Faculty Deans</li> <li>- Chairs</li> <li>- IDC</li> </ul>	<ul style="list-style-type: none"> <li>• Modules have been developed and are available on the IDC website</li> <li>• IDC Workshops covering a broad range of related topics continue to be delivered annually.</li> </ul>	<p>Significant progress</p> <p>The report arising from the work of the Provost's Task Force on Innovation and Excellence in Teaching, Learning and Technology has been received and recommendations will be reviewed, considered and initiated during the 2015/2016 year</p>
	<p><del>5.1.4 Create a community advisory board to oversee and assist with CSL partnerships at Lakehead University.</del></p> <p><del>5.1.5 Develop a contract template to support successful partnerships.</del></p> <p><del>5.1.6 Provide necessary CSL instructional expertise and support. Note —5.1.6 is now incorporated into 5.1.3</del></p> <p><del>5.1.7 Develop a CSL certificate for students.</del></p>			
	<p>5.2 Expand and promote opportunities for International exchanges.</p>	<p><b>Office of the Provost</b></p> <ul style="list-style-type: none"> <li>- LUI</li> <li>- VP RI</li> <li>- Faculty Deans</li> </ul>	<ul style="list-style-type: none"> <li>• Many initiatives are underway through LUI</li> <li>• recent institutional agreements renewed/developed involve Dalarna, Metropolia, Karlsruhe; Complete list available from LUI.</li> </ul>	<p>Significant progress</p>

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	<p>5.3 Enhance, and expand where appropriate, cooperative education offerings.</p>	<p><b>Office of the Provost</b></p> <ul style="list-style-type: none"> <li>• Faculty Deans</li> <li>• Dean FGS</li> <li>• Chair/Directors/ Coordinators</li> <li>• Director SSC (esp. 1 – 3)</li> <li>• VP SA</li> </ul>	<ul style="list-style-type: none"> <li>• Co-op programming offered as part of specific programs, including the most recently added experience through the Orillia Campus Environmental Sustainability major</li> <li>• Career services works closely with MBA and KIN students on job preparation and experiential learning</li> <li>• For Fall 2015, new employer marketing materials (encouraging employers to hire Lakehead students) in development, including a new student brochure promoting co-op options. In-class presentations will also be offered to targeted programs that feature co-op opportunities</li> <li>• Delivered co-op information sessions and supports to Orillia Campus students via Telepresence for the first time in Fall 2014</li> </ul>	<p>Significant progress</p> <p>Specific Actions/Goals proposed:</p> <ol style="list-style-type: none"> <li>1) Develop “snapshot” of where co-op education initiatives are right now.</li> <li>2) Develop a historical report of co-op over the last 5 years (compiling data, co-op employer database, number of applicants to co-op, number of placements, etc.)</li> <li>3) Meet with Faculties/Departments that have active co-op programs to discuss needs, opportunities to expand – develop a gap-analysis based on information acquired. Director, SSC to prepare report to be shared with VPSA and Provost’s Office.</li> <li>4) Work with Deans/Chairs of departments to identify potential co-op areas for growth.</li> </ol> <p>Goal: Items 1-2 would be completed by late August, Item 3 would occur over course of Fall 2015. Report to VPSA/Provost by November 2015.</p> <p>Item 4 would be an outcome of the report in Item 3 and would be led by Provost/Deputy Provost starting in Winter 2016.</p> <p>Following receipt of this information, it was felt that</p>

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				discussion at the Provost's Council would be helpful.
	<p>5.4.1 Develop an inventory of experiential learning on both campuses.</p> <p>5.4.2 <del>Track, record, and promote best practices and recognize excellence.</del> (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.</p>	<p><b>Office of the Provost</b></p> <ul style="list-style-type: none"> <li>- IDC</li> <li>- Faculty Deans</li> <li>- Graduate Studies</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<p>In progress</p> <p>The report arising from the work of the Provost's Task Force on Innovation and Excellence in Teaching, Learning and Technology has been received and recommendations will be reviewed, considered and initiated during the 2015/2016 year</p>
	<p>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).</p>	<p><b>Office of the Provost</b></p> <ul style="list-style-type: none"> <li>• AVP (E) &amp; R</li> <li>• IDC</li> <li>• VP SA</li> </ul>	<ul style="list-style-type: none"> <li>• Compiled relevant reports from Education Advisory Board's work with institutions around community service learning and tracking mechanisms used at other institutions.</li> <li>• Reports have been forwarded to AVP (Enrolment) &amp; Registrar</li> </ul>	<p>In progress</p> <p>Specific Actions/Goals Proposed:</p> <p>1) AVP(E)&amp;R to review reports from EAB. Identify best mechanism for Lakehead University to use to identify courses that include experiential learning, international study or community service learning opportunities. Goal: Winter 2016</p> <p>2) Devise a proposal on a strategy to collect information from faculty about courses that include experiential learning, international study, or community service</p>

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				learning. 3) Build infrastructure to collect the necessary information Goal: 2017-2018
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.	<b>Office of the Provost</b> - SUSC	<ul style="list-style-type: none"> <li>SUSC Working Group was established to develop a plan to address action, a survey was distributed to all departments and initial results are currently being analyzed</li> </ul>	In progress
	6.1.2 Determine if there are other meaningful ways to integrate research early in degree programs; where appropriate, revise curricula.			
	6.2 Encourage development of inquiry-based first year courses in program majors.	<b>Office of the Provost</b>	<ul style="list-style-type: none"> <li>Well established at Orillia campus</li> <li>First Year Seminar course being developed at Thunder Bay</li> <li>IDC workshops delivered</li> </ul>	Significant progress
	6.3 Encourage the development of program specific undergraduate capstone experiences.	<b>Office of the Provost</b> - IDC - Faculty Deans - Chairs/Directors	Considered by Academic Units as part of cyclical program review	Ongoing
6.4 Incorporate graduate student research presentations/discussions into the undergraduate curriculum where appropriate.	<b>Office of the Provost</b> - Dean FGS - Faculty Deans - Chairs/Directors	Considered by Academic Units as part of cyclical program review	Ongoing	

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	6.5 Provide workshops on designing courses to integrate research both as content in the curriculum and as process.	<b>IDC</b>		In progress  Plan for further development is necessary
	6.6 Create more opportunities for undergraduate students to be employed as research assistants.	<b>VP RI</b>	<ul style="list-style-type: none"> <li>Many departments report opportunities available for students</li> </ul>	Ongoing
	6.7 Expand opportunities for students to engage in service-oriented research with community partners.	<b>Office of the Provost</b> <ul style="list-style-type: none"> <li>VP RI</li> <li>Principal Orillia Campus</li> <li>Faculty Deans</li> <li>Chairs/Directors</li> </ul>	Many examples of service-oriented research have been provided: <ul style="list-style-type: none"> <li>Class projects</li> <li>Thesis projects</li> <li>Exposure to community challenges through workshops</li> </ul>	Significant progress  Develop formal tracking mechanism to allow information to be shared.
7 Identify meaningful and reliable indicators of teaching and learning excellence	7.1.1 Develop meaningful metrics to assess our institutional performance in teaching and learning and as a learner-centred institution.  7.1.2 Track progress and communicate results effectively.  7.1.3 Develop plans to sustain excellence and address areas of	<b>Office of the Provost</b>	<ul style="list-style-type: none"> <li>Provost's Task Force on Excellence in Teaching, Technology and Learning to provide recommendations</li> </ul>	In progress



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	improvement.			
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.	<b>Office of the Provost</b> - IDC - STLC - Communications - Graduate Studies	<ul style="list-style-type: none"> <li>Provost's Task Force on Excellence in Teaching, Technology and Learning to provide recommendations</li> </ul>	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.	<b>VP SA</b> - SSC	<ul style="list-style-type: none"> <li>CCR Launched January 2014</li> <li>Expansion of experiences to be recognized on CCR – work with relevant departments and Faculties/Departments ongoing</li> </ul>	Significant progress
	9.2 <del>Develop an annual Student Leadership Award.</del>  (REVISED) Develop a recognition program (i.e. Lakehead leaders) that celebrates the contributions and achievements of Lakehead students	<b>Vice-Provost Student Affairs</b> • SSC	<ul style="list-style-type: none"> <li>Research conducted on similar recognition programs in place for student leaders at other Canadian universities.</li> <li>Based on the research and best practices elsewhere, a "Lakehead Leader Recognition Program" has been developed upon the principles of Lakehead's motto: Achievement through Effort. Lakehead Leaders will be recognized for demonstrated achievement in each of four identified qualities: Leadership and Innovation, Academic Excellence, Diversity &amp; Inclusion, and Community Engagement</li> </ul>	Significant progress  Specific Actions/Goals Proposed: 1) Final program components and structures to be developed (e.g. program administration, rubrics and criteria for each of four identified qualities, registration/nomination process, etc.). Input on components and rubric will be sought from VPSA and Provost's Office (or designate). Goal for completion: September 15, 2015 2) Advertise and launch recognition program at each campus. Goal: Early Fall 2015.

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Strategy	Actions	Lead Responsibility	Completed and Ongoing Activity	Status and Future Activity (if required)
10 Provide support and ensure access for non-traditional learners	<p>10.1.1. Begin to develop a university-wide understanding of prior learning assessment recognition (PLAR)..</p> <p>10.1.2 Develop effective means for PLAR</p> <p>10.1.3 Develop a PLAR pilot project with an appropriate Academic Unit to determine feasibility.</p> <p>10.1.4 Integrate PLAR into recruitment initiatives and communications where appropriate.</p>	<p><b>Office of the Provost</b></p> <ul style="list-style-type: none"> <li>• Vice-Provost SA</li> <li>• VPA(E)&amp;R</li> <li>• VPAI</li> <li>• Faculty Deans</li> </ul>	<ul style="list-style-type: none"> <li>• Environmental scan of 16 Ontario universities and 7 out-of-province universities completed.</li> <li>• Any proposals would come through the Senate approval process.</li> </ul>	<p>In progress</p> <p>Specific Actions/Goals Proposed:</p> <ol style="list-style-type: none"> <li>1) AVP(E)&amp;R to review documentation in environmental scan along with other resources (as appropriate) and devise an initial set of recommendations on the feasibility of PLAR. Goal: Winter 2016</li> <li>2) Coordinate a working group stemming out of Senate Academic Committee around PLAR. Goal: Winter 2016</li> <li>3) Develop strategy and proposal to Senate outlining feasibility of implementing a pilot program involving PLAR at Lakehead University. Assume this will be taken through Senate for approval. Goal: Fall 2016; Spring 2017 Senate approval.</li> <li>4) Implement pilot PLAR program to begin for incoming Fall 2018</li> </ol>
	<p>10.2 Refer students who appear to be struggling to academic support services and resources such as the Early Alert Program.</p>	<p><b>VP SA</b></p> <ul style="list-style-type: none"> <li>- Faculty Deans</li> <li>- Directors/ Chairs</li> <li>- - SSC</li> </ul>	<ul style="list-style-type: none"> <li>• Early Alert System and program being proposed as part of 15/16 budget process</li> <li>• Student Success Advisors work closely with faculty (and others) who identify students of concern; working with these students who may require</li> </ul>	<p>Significant progress</p>

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Strategy	Actions	Lead Responsibility	Completed and Ongoing Activity	Status and Future Activity (if required)
			interventions	
11 Invest in academic service and leadership development for faculty and staff	<p>11.1 Provide regular professional development opportunities for <del>Chairs, Directors and Coordinators.</del></p> <p>11.1.1 Determine professional development needs of current, and prospective, Chairs, Directors and Coordinators.</p> <p>11.1.2 Develop, implement and evaluate professional development opportunities for current, and prospective, Chairs, Directors and Coordinators</p>	<p><b>Office of the Provost</b></p> <ul style="list-style-type: none"> <li>• Dean's Council</li> <li>• Student Affairs</li> <li>• Human Resources</li> <li>• Registrar</li> <li>• University Secretariat</li> </ul>	<ul style="list-style-type: none"> <li>• Several Chairs/Directors workshops provided by IDC, AI &amp; Provost's Office.</li> <li>• Membership in EAB (open to all employees in the University community).</li> <li>• Promote best practices for hiring processes</li> </ul>	<p>Ongoing</p> <p>CHERD workshop planned on-campus for Chairs and Deans in Fall 2015.</p>
	<p>11.2.1 Determine professional development needs of staff</p> <p>11.2.2 Develop, implement and evaluate professional development opportunities for staff</p>	<p><b>AVP HR</b></p> <ul style="list-style-type: none"> <li>• Deans/Chairs</li> <li>• AVP (E) &amp; R</li> <li>• VP SA</li> <li>• VP AI</li> </ul>	<ul style="list-style-type: none"> <li>• SA staff actively encouraged to engage in professional development</li> <li>• SA has purchased membership with Academic Impressions PRO (access to webinars, seminars, etc.)</li> <li>• SA staff taking advantage of Education Advisory Board membership and learning opportunities</li> <li>• Several Chairs/Directors workshops provided by IDC, AI, &amp; Provost's Office</li> <li>• Mandatory training for all employees (e.g. H and S,</li> </ul>	<p>Ongoing</p> <p>CHERD workshop planned on-campus for Chairs and Deans in Fall 2016.</p>

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			<p>AODA, WHMIS, First Aid)</p> <ul style="list-style-type: none"> <li>Continuing professional development required for many personnel (e.g. Accounting, HR, Hazardous materials, etc.)</li> </ul>	
	11.3 Provide professional development opportunities designed to help develop effective academic committee leadership skills.	<b>Office of the Provost</b>	<ul style="list-style-type: none"> <li>Deans and Academic Support units provided access to Educational Advisory Board expertise (research, fora, webinars, etc.)</li> </ul>	In progress
	<p><del>11.4.1 Provide professional development for academic advisors.</del></p> <p><del>11.4.2 Initiate an Academic Advisor Award.</del></p> <p>11.4 (NEW) Provide ongoing professional development opportunities for all those involved in academic advising (Faculty and Enrolment Services Advisors/Staff).</p> <p>11.4.1 Develop mechanisms (e.g. roundtable discussion, online resources, workshops, etc.) to increase communication and share best practices, resources, tools (e.g. Degree Audit software),</p>	<b>AVP (E) &amp; R</b>	<ul style="list-style-type: none"> <li>Academic Advisors have attended two different conferences throughout 2014. Staff are encouraged to read materials that support their role as an advisor</li> <li>More regular communication with Faculty Advisors has started with the goal of ensuring pertinent information is shared with them to encourage consistency in advising</li> <li>Recommendations to Faculty Advisors to use “general notes” in myInfo have been made</li> <li>Academic Advisor Award – put on hold until the academic advising model was been modified and stabilized</li> </ul>	Significant progress

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	updates on changes to programs and regulations, etc.			
	11.4.2 Initiate a mechanism to recognize (e.g. Academic Advisor Award) the work of exceptional Faculty Advisors	<b>AVP(E) &amp; R</b>		See item 1.2 above
	11.5 Provide instructional development sessions on methods to document service contributions.	<b>Office of the Provost</b> - IDC	<ul style="list-style-type: none"> <li>• IDC delivered workshops/mentoring</li> <li>• Recommendations will be provided as part of Provost's Task Force on Excellence in Teaching, Technology and Learning</li> </ul>	In progress

## Priority II Extend Community Engagement and Outreach

Initiated: Mar 6, 2012

Updated: Feb 17, 2015

Updated: September 2015

Strategy	Actions	Lead Responsibility	Completed and Ongoing Activity	Status and Future Activity (if required)
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.	<b>Office of the President</b> - VP RI - VP ER - Faculty Deans	<ul style="list-style-type: none"> <li>Several Research Institutes and Faculties are active</li> </ul>	Ongoing
	1.2 Develop methods to recognize faculty and staff participation in community-based volunteer organisations and boards.	<b>AVP HR</b>	<ul style="list-style-type: none"> <li>Faculties/Departments have newsletters that allow them to celebrate activities.</li> <li>Alumni Awards recognize contributions of graduates to the community.</li> </ul>	Ongoing
	1.3 Develop a database of faculty and staff who are consulting in community development areas.	<b>VP RI</b>	<ul style="list-style-type: none"> <li>ORS is in process of developing a list</li> </ul>	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.	<b>VP RI</b> - Principal Orillia - Faculty Deans	<ul style="list-style-type: none"> <li>Many partnerships exist that support research, student led activities and community service learning (TB Ventures, TB Economic Development, Food Security Research Network, Health Science networks, TBRR)</li> </ul>	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.	<b>Office of the President and VP RI</b>	<p>Annual Reports to our communities held each Fall.</p> <p>Office of Research Services offered two Business 2 Innovation events in 2015-16.</p> <p>PACED Initiative</p>	Ongoing Implementation

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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).	<b>Office of the Provost</b> - Research - Dean Orillia Campus - IDC - Faculty Deans - Graduate Studies - Chairs/Directors - CEDL	<ul style="list-style-type: none"> <li>• CSL Workshop held in Nov 2014 simultaneously on both campuses;</li> <li>• IDC Workshops provided by Faculty</li> <li>• Students support community-based projects as part of courses (e.g. Business capstone course).</li> </ul>	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.	VP RI - ORS - VP ER - Faculty Deans - Chairs/Directors	<ul style="list-style-type: none"> <li>• ORS initiated a list that was updated at the Fall Workshop on Community Service learning.</li> <li>• Some Faculties do this on an ad hoc basis (e.g. FOBA).</li> </ul>	In progress
5. Create collaborative learning communities connecting Lakehead University and partner institutions with Aboriginal, rural and remote communities	<p>5.1.1 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.</p> <p>5.1.2 Develop an expansion plan that includes community based educators and agencies.</p> <p>5.1.3 Expand TSC infrastructure and capacity to support community outreach initiatives.</p> <p>5.1.4 Develop and implement pilot projects.</p>	<b>Office of the Provost</b> - External Relations - Principal Orillia - CEDL - VP AI - Faculty Deans - TSC	<ul style="list-style-type: none"> <li>• On-campus Entrepreneurship Activities program is a partnership with Con College and the NW Ontario Innovation Centre. This program will reach out to communities across the region</li> <li>• TelePresence Proposal submitted (2013) to NOHFC for rural and remote strategy – Successful</li> <li>• Inclusion of mobile learners in distance education courses increases opportunities to expand our classrooms to rural, remote and Aboriginal communities.</li> <li>• Expanded TSC support is critical to delivering this learning environment.</li> </ul>	Significant progress

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	5.2 Use TelePresence technology to link the resources and capacity of the University to rural, remote and Aboriginal communities.	<b>Office of the Provost</b> <ul style="list-style-type: none"> <li>- VP AI</li> <li>- CEDL</li> <li>- TSC</li> <li>- AVP(E)+R</li> </ul>	<ul style="list-style-type: none"> <li>• TelePresence Proposal submitted (2013) to NOHFC for rural and remote strategy – In review</li> <li>• TelePresence has provided another opportunity to include mobile learners as well as others at locations with the same technology.</li> <li>• TSC support is critical to delivering this learning environment</li> </ul>	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.	<b>Office of the Provost</b> <ul style="list-style-type: none"> <li>• Vice-Provost AI</li> <li>• Faculty Deans</li> </ul>	<ul style="list-style-type: none"> <li>• Aboriginal Mentorship Program works with both school boards to inspire and engage primary and secondary students to pursue higher education (started 2013-14)</li> <li>• Collaboration with Lakehead Board of Education to bring students on-campus (TB) for a full week in August.</li> <li>• Collaboration between SES and AMP with Outland Camps Incorporated on the First Nations Natural Resources Youth Employment Program (Mink Lake and Sand Bar)</li> <li>• Various ad hoc opportunities with schools coming in from the region.</li> </ul>	Significant progress
6. Create new and expand existing connections between alumni	6.1.1 Further develop the existing alumni database 6.1.2 Identify ways to	<b>Manager AALU</b> <ul style="list-style-type: none"> <li>- Faculty Deans</li> <li>- Chairs/Directors</li> </ul>	<ul style="list-style-type: none"> <li>• Many initiatives underway due to reinvigorated partnership between office of ER and Alumni Association</li> </ul>	Significant progress



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and the Faculties	increase the effectiveness of the database		<ul style="list-style-type: none"> <li>New AALU website launch (Nov 2014) critical to this initiative</li> </ul>	
	6.2 Coordinate an annual Faculty/Department alumni event.	<b>Director Alumni and Community Relations</b> <ul style="list-style-type: none"> <li>Faculty Deans</li> <li>Chairs/Directors</li> <li>AALU</li> </ul>	<ul style="list-style-type: none"> <li>AALU/Office of ER assists with planning and advertising class reunions that usually include a Faculty/Department/alumni event.</li> <li>50<sup>th</sup> Celebrations include multiple opportunities for Faculty/Alumni events</li> </ul>	In progress
	6.3 Encourage the development of Faculty/School/Department specific newsletters to be forwarded to alumni.	<b>Faculty Deans</b> <ul style="list-style-type: none"> <li>Chairs/Directors/ Coordinators</li> <li>VP ER</li> </ul>	<ul style="list-style-type: none"> <li>Some Faculties/departments have developed online newsletters (e.g. History, Sociology, Education)</li> </ul>	In progress
	6.4 Work with current students to enhance the culture of alumni engagement	<b>Director Alumni and Community Relations</b> <ul style="list-style-type: none"> <li>Faculty Deans</li> <li>Chairs/Directors/ Coordinators</li> <li>AALU</li> </ul>	<ul style="list-style-type: none"> <li>Many initiatives within AALU and on both campuses to meet this challenge;</li> <li>New website launch as of Nov 2014.</li> </ul>	Significant progress
	<del>6.5 Engage the Aboriginal Alumni chapter of the Lakehead University Alumni Association in recruitment and retention activities.</del>  (REVISED) Engage Aboriginal Alumni in recruitment and retention activities of students, staff and faculty.	<b>Vice-Provost AI and Director, Alumni and Community Relations</b>	<ul style="list-style-type: none"> <li>Recognized as an important goal by the BOD of Lakehead University Alumni Association but that the model needs to evolve to best reflect the needs of the Aboriginal alumni community.</li> <li>The Office of AI has collected extensive information on Aboriginal Alumni and is reaching out to engage individuals in recruitment and</li> </ul>	Significant progress

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			retention.	
	6.6 Host an annual alumni symposium.	<b>AALU and Director Alumni and Community Relations</b>	<ul style="list-style-type: none"> <li>Alumni Awards event held annually has gained a much higher profile (due to quantity and quality of recipients) and as of 2015 will become part of the Homecoming Weekend activities.</li> </ul>	Significant progress
	6.7 Invite alumni members to take part in promotion and recruitment activities.	<b>AVP (E) &amp; R and Director Alumni and Community Relations</b> <ul style="list-style-type: none"> <li>Faculty Deans</li> <li>Chairs/Directors</li> </ul>	<ul style="list-style-type: none"> <li>Underway as part of more effective integration of AALU and Offices of External Relations and Enrolment Services</li> </ul>	In progress  Specific Actions/Goals Proposed 1) Establish a working group to develop a strategy on how best to leverage alumni in the recruitment of new students to Lakehead University. Goal: Fall 2015 2) Alumni and Community Relations to recruit alumni for participation in order to support the strategy. Goal: Winter 2016. 3) As required, develop training for alumni participants to be effective ambassadors. Goal: Winter-Summer 2016 4) Full launch of alumni participation in a coordinated student recruitment alumni effort. Goal: Fall 2016
	6.8 Plan and celebrate the Lakehead University 50 <sup>th</sup> anniversary.	<b>VP ER</b>	<ul style="list-style-type: none"> <li>Many initiatives underway through Office of ER.</li> </ul>	Significant progress

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7. Increase participation in early awareness/ school outreach programs	<p>7.1.1 <del>Create and maintain a database of all school outreach activities</del></p> <p>(REVISED) Create, maintain and disseminate as appropriate, a database of all K-12 student outreach activities</p> <p>7.1.2 Develop a plan to build on what we are successfully doing and to expand where necessary and appropriate.</p>	<p><b>Office of the Provost</b></p> <ul style="list-style-type: none"> <li>• VP RI</li> <li>• VP ER</li> <li>• IDC</li> </ul>	<ul style="list-style-type: none"> <li>• Thought to be part of the VP REDI portfolio originally but changes in that office no longer support this activity.</li> </ul>	<p>Not yet addressed</p> <p>Create database, develop a plan for maintenance and dissemination.</p>
	<p>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.</p>	<p><b>VP AI</b></p> <ul style="list-style-type: none"> <li>- Faculty Deans</li> </ul>	<ul style="list-style-type: none"> <li>• CLAN project and many other initiatives are underway</li> <li>• Transitions report completed by Office of AI</li> </ul>	<p>Significant progress</p>

### Priority III Strengthen our Commitment to Social Justice

Initiated: Mar 6, 2012

Updated: Feb 17, 2015

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Strategy	Actions	Lead Responsibility	Completed and Ongoing Activity	Status and Future Activity (if required)
<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>1.1.2 Encourage academic units to incorporate social justice themes in their curriculum where appropriate.</p>	<p><b>Office of the Provost</b></p> <ul style="list-style-type: none"> <li>- AVP(E)+R</li> <li>- Faculty Deans</li> <li>- Chairs/Directors</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing to evolve as part of the core Law program</li> <li>• New MA Social Justice completed site Visit approval – Internal external review processes in progress</li> <li>• Recent award of a CRC in Aboriginal mental health and Addictions; searching for CRC in Food System Studies; new hire with Aboriginal focus for Social Work</li> <li>• New specializations associated with HBA Indigenous Studies</li> </ul>	<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><b>AVP HR and VP SA</b></p>	<ul style="list-style-type: none"> <li>• IDC workshop “Let’s get Accessible”</li> <li>• Continued work by SAS and SSC (IDC workshops and new Faculty Orientation)</li> <li>• Mandatory training for employees (e.g. HR, AODA)</li> </ul>	<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><b>Director SSC</b></p> <ul style="list-style-type: none"> <li>• LUSU</li> <li>• Faculty Deans Orientation Working Group</li> </ul>	<ul style="list-style-type: none"> <li>• Booths for social justice and aboriginal perspectives at Law orientation</li> </ul>	<p>In progress</p> <p>Specific Actions/Goals Proposed:</p> <p>1) Working closely with LUSU, expand opportunities for Centres with information and resources about social justice topics to be featured throughout Orientation and the academic year - providing</p>

Strategy	Actions	Lead Responsibility	Completed and Ongoing Activity	Status and Future Activity (if required)
				<p>a regular source of information dissemination and resources (e.g. Orientation Student Success Fair, First Generation Fair) throughout Fall &amp; Winter terms</p> <p>2) Establish community standards messaging that will be discussed and shared with new students by Student Ambassadors around inclusivity, diversity, and respect. Launch during Fall Orientation</p>
	<p>1.4 (REVISED) <del>Publicize and recognize</del> 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><b>Office of the Provost</b></p> <ul style="list-style-type: none"> <li>• Vice-Provost SA</li> <li>• Vice-Provost AI</li> <li>• Graduate Studies</li> <li>• Faculty Deans</li> </ul> <p>Media Relations</p>	<ul style="list-style-type: none"> <li>• Successes promoted through Communication Bulletin and other forms of media.</li> </ul>	<p>Ongoing</p> <p>VP RI will consider the addition of a Social Justice day as part of Research and Innovation week.</p>
	<p><del>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.</del></p> <p>Encourage and support scholarly dialogue on social justice across</p>	<p><b>Office of the Provost</b></p> <p>Faculty members (especially in SSH and Education with targeted programming)</p>	<ul style="list-style-type: none"> <li>• New field of Social Justice in Masters of Education</li> <li>• Proposal for new Masters of Arts Social Justice Studies</li> </ul>	<p>Ongoing</p>

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	campus and in the community.			
2.Increase faculty, staff, and students' awareness and appreciation of Indigenous knowledge and Aboriginal realities	<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>2.1.2 Develop and implement a plan that addresses the necessary cross faculty program changes.</p>	<b>Senate</b>	<ul style="list-style-type: none"> <li>• SAC OAGC leading Indigenous Knowledge 2016</li> <li>• Criteria established for identifying core and elective courses</li> <li>• Updates have been provided to SAC and Senate</li> <li>• Academic Units analyzing how to meet the requirement in their programs if not already doing so</li> </ul>	Significant progress
	2.2 Invite high profile Aboriginal & non-Aboriginal individuals to both Lakehead University campuses to advance awareness on Aboriginal issues/topics.	<b>Office of the Provost</b> - VP Aboriginal Initiatives - VP RI - Faculty Deans - DEAN FGS	<ul style="list-style-type: none"> <li>• Law – invited speakers</li> <li>• Law – Aboriginal conference</li> <li>• HBS – recent presentations by Dr. Wien to advance health research in Aboriginal populations</li> </ul>	Significant progress

Strategy	Actions	Lead Responsibility	Completed and Ongoing Activity	Status and Future Activity (if required)
	<p><del>2.3 Continue to develop and deliver Indigenous Knowledge seminars for faculty and staff. Promote as essential professional development.</del></p> <p>(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.</p>	<p><b>Office of the Provost</b></p> <ul style="list-style-type: none"> <li>• Director IDC</li> <li>• VP AI</li> <li>• AVP HR</li> </ul>	<ul style="list-style-type: none"> <li>• IDC workshops</li> <li>• Lunch and Learns (e.g. Walk a Mile presentations)</li> <li>• Implementation of Indigenous Content Requirement as of Sept 2016</li> </ul>	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).	<b>VP Student Affairs</b>	<ul style="list-style-type: none"> <li>• Many initiatives underway</li> </ul>	Ongoing
	<p><del>3.2.1 Determine the appropriate parameters and metrics for establishing an accurate diversity profile at Lakehead University.</del></p> <p><del>3.2.2 Based on results of</del></p>		<ul style="list-style-type: none"> <li>• It was determined that this was not a feasible goal within the resources available to the University community.</li> </ul>	Recommendation is to delete this Action.

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Strategy	Actions	Lead Responsibility	Completed and Ongoing Activity	Status and Future Activity (if required)
	<del>research and planning above, establish a Lakehead University profile.</del>			
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	<b>VP FO and AV HR</b>	Hiring process is well underway; New Human Rights and Equity Officer to be in place for January 2016	Significant progress
	4.1.1 Conduct a review of all University policies, procedures, and services to ensure inclusivity.	<b>Vice-President FO</b> • Vice-Provost SA • Vice-Provost AI • Faculty Deans		Following hiring of the HR/E Officer, a plan to address Actions 4.1.1 to 4.1.3. will be completed.
	4.1.2 Continue to effectively communicate the University policies and procedures governing discrimination to all faculty, staff and students.	<b>Vice-President FO</b> • Vice-Provost SA • Vice-Provost AI • Faculty Deans • Senate		Following hiring of the HR/E Officer, a plan to address Actions 4.1.1 to 4.1.3. will be completed
	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.	<b>Vice-President FO</b> • Vice-Provost SA • Vice-Provost AI Faculty Deans		Following hiring of the HR/E Officer, a plan to address Actions 4.1.1 to 4.1.3. will be completed
	4.2 <del>Collect and share examples of ways in which we already do an excellent job of supporting diversity among our students, faculty, and staff.</del>			



Strategy	Actions	Lead Responsibility	Completed and Ongoing Activity	Status and Future Activity (if required)
	See 5.3			
5. Encourage and support diversity as part of our faculty, staff, and student recruitment initiatives	<p><del>5.1 Design marketing and recruitment strategies and materials to promote inclusiveness and diversity in our faculty, staff and student populations.</del></p> <p>(REVISED) Ensure institutional recruitment and marketing strategies reflect and promote our support of faculty, staff and student diversity.</p>	<b>AVP (E) &amp; R and AVP HR</b>	<ul style="list-style-type: none"> <li>As part of established practices for all Human Resources efforts, promotion and recruitment materials celebrate and support diversity</li> <li>All student recruitment materials are developed bearing in mind the need and desire to reflect and promote diversity of student population</li> </ul>	<p>Significant progress</p> <p>Specific Actions/Goals Proposed: VP SA</p> <p>1) As a member of any strategic enrolment planning group, the AVP(E)&amp;R (or delegate) will ensure student diversity is reflected in the plan. Goal: Fall 2015</p> <p>2) Development of all student recruitment and marketing materials will continue to reflect and promote diversity of student population. (This is already in place.)</p>
	<p>5.2 (REVISED) Encourage awareness of diversity and social justice within academic programming where appropriate.</p> <p>5.2.1 (NEW) Create an inventory of courses and/or programming promoting diversity and social justice.</p> <p>5.2.2. (NEW) Share information collected under Item 5.2.1 with the on- and off-campus communities</p>	<b>Office of the Provost</b>	<ul style="list-style-type: none"> <li>Faculty Deans</li> <li>Dean FGS</li> <li>Chairs/Directors/ Coordinators</li> </ul> <p>• Many activities already underway</p>	Ongoing

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Strategy	Actions	Lead Responsibility	Completed and Ongoing Activity	Status and Future Activity (if required)
	5.3 (NEW) Collect and share examples of ways in which Lakehead supports cultural diversity and community building.	<b>Vice-Provost SA and Director Media Relations</b> LUSU	<ul style="list-style-type: none"> <li>• Much work regularly done in this area.</li> <li>• VPSA and Director of Media Relations completed preliminary conversation around this desired action.</li> </ul>	Ongoing  Annual report to Senate about cultural diversity at the University providing highlights of activities.
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.	<b>Office of the Provost</b> - Principal Orillia - Humanities 101 - Faculty Deans	<ul style="list-style-type: none"> <li>• Celebrated 10 years of Learning Together (2005-2014) during December 2014</li> </ul>	Significant progress

## Priority IV Enhance our Support of First Nations, Métis and Inuit (Aboriginal) Students

Initiated: Mar 6, 2012

Updated: Feb 17, 2015

Updated: September 2015

(Specific actions associated with many of those included in this plan are articulated in detail in the 2010-2013 Aboriginal Postsecondary Education and Training Action Plan)

Strategy	Actions	Lead Responsibility	Completed and Ongoing Activity	Status and Future Activities (if required)
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.	<b>Office of the Provost</b> - VP AI - VPA(E)+R	<ul style="list-style-type: none"> <li>Expanded services on T. Bay campus with p/t on Orillia.</li> <li>The VP(AI) has a regular presence at Orillia.</li> </ul>	Significant progress
	<p>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.</p> <p>1.2.2 Follow-up on results of Aboriginal Cultural &amp; Support Services (ACSS) student survey in order to develop new directions and support services.</p> <p>1.2.3 Where necessary, maintain and/or enhance existing support services.</p>	<b>Office of the Provost</b> - VP AI - VP SA - VPA(E)+R - Ogimaawin/Aboriginal Governance Council (O-AGC) - VP IAP - Principal Orillia	<ul style="list-style-type: none"> <li>Instrument is being finalized.</li> <li>Some challenges identifying all Aboriginal students on campus; Follow-up will occur when results are available.</li> <li>The NW CLAN (Coordinated Learning Access Network) will provide excellent information for community members and help to identify gaps in our knowledge system.</li> </ul>	Significant progress
	1.3 Develop and maintain a peer support system for students.	<b>Aboriginal Initiatives</b> - VP Student Affairs - Principal Orillia - Faculty Deans - Dean FGS	<ul style="list-style-type: none"> <li>AI has developed and implemented the Aboriginal Mentoring program (AMP) that is steadily growing across the entire university.</li> <li>The AMP, although targeted at students in elementary and post-secondary schools, also provides great opportunities for peer</li> </ul>	Significant progress

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Strategy	Actions	Lead Responsibility	Completed and Ongoing Activity	Status and Future Activities (if required)
			mentoring. <ul style="list-style-type: none"> <li>Aboriginal student centre plays a key role in building and maintaining connections between students and staff</li> </ul>	
	1.4 Continue to develop strong relations with Aboriginal communities.	<b>Office of the President</b> <ul style="list-style-type: none"> <li>Office of the Provost</li> <li>VP AI</li> <li>Ogimaawin/Aboriginal Governance Council (O-AGC)</li> <li>Principal Orillia</li> </ul>	<ul style="list-style-type: none"> <li>AI staff attends and organizes meetings/events.</li> <li>Elders, political representatives, child welfare and local and regional educational and political members are constantly brought into the Lakehead community circle through knowledge exchange, projects and discussions.</li> <li>OAG-C provides opportunity for dialogue and guidance</li> </ul>	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.	<b>Office of the President</b> <ul style="list-style-type: none"> <li>Office of the Provost</li> <li>VP AI</li> <li>Ogimaawin/Aboriginal Governance Council (O-AGC)</li> <li>Principal Orillia</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing internally and externally but would benefit from a comprehensive plan.</li> </ul>	Significant progress
	1.6 Expand Student Success Centre to respond to the specific needs of Aboriginal students.	<b>Office of the Provost</b> <ul style="list-style-type: none"> <li>Aboriginal Initiatives</li> <li>VP SA</li> <li>Principal Orillia</li> </ul>	<ul style="list-style-type: none"> <li>Some capacity has been addressed through the addition of human resources to the SSC, investments in</li> </ul>	Significant progress

## Priority IV Enhance our Support of First Nations, Métis and Inuit (Aboriginal) Students

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		- SSC	programming and technology	
2. Increase participation of Aboriginal students in graduate studies	2.1.1 <del>Recognize and support the work of the Nanabijou Aboriginal Graduate Enhancement Program (NAGE).</del>  (REVISED) Establish and support the position of coordinator of Graduate and External relations within the Office of Aboriginal Initiatives	<b>Vice-Provost AI</b>	VP(AI) has created the position of “Coordinator of Graduate and External Relations” (CGER) to ensure all graduate students have a direct access system in AI <ul style="list-style-type: none"> <li>• Individual meetings</li> <li>• Access to information and services</li> <li>• Communications of local, regional and national events and opportunities</li> </ul>	Significant progress
	2.1.2 Continue to explore the development of programs with an Indigenous focus.	<b>Office of the Provost</b> <ul style="list-style-type: none"> <li>• Faculty Deans</li> <li>• Dean FGS</li> <li>• VP AI</li> </ul>	<ul style="list-style-type: none"> <li>• Streams and areas of Indigenous focus continue to be developed by Academic Units</li> <li>• VP AI is actively pursuing initiatives and partnerships within the institution</li> </ul>	In progress  Complete a report for the President by March 2016
	2.2 Update database with contact information for current Aboriginal graduate students.	<b>Aboriginal Initiatives</b>	<ul style="list-style-type: none"> <li>• CGER has this responsibility resulting in a much better sense of how many Aboriginal graduate students we have across Lakehead and the research they are undertaking across faculties</li> </ul>	Significant progress, maintain momentum
	2.3 Plan and deliver a Faculty of Graduate Studies	<b>Dean FGS and VP AI</b> - Faculty Deans	<ul style="list-style-type: none"> <li>• GCER is responsible for attending all sessions with</li> </ul>	Significant progress

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Strategy	Actions	Lead Responsibility	Completed and Ongoing Activity	Status and Future Activities (if required)
	information session for Aboriginal undergraduate students.		<ul style="list-style-type: none"> <li>upper level undergraduate students and Access Students;</li> <li>Proposal to establish a Master's of Indigenous Learning</li> <li>Enhanced coordination with FGS; letter writing campaign and information session</li> </ul>	
	2.4 Promote the NAGE through ads in Aboriginal newspapers and other forms of media.	<b>Dean FGS and VP AI</b> <ul style="list-style-type: none"> <li>- Faculty Deans</li> <li>- Media relations</li> </ul>	<ul style="list-style-type: none"> <li>Graduate enhancement services are well advertised</li> <li>CGER is highly responsive to working on requests regarding barriers to admission for Aboriginal students at all levels, but particularly graduate school</li> </ul>	Significant progress
	2.5 Continue to develop Aboriginal focused brochures and Aboriginal role model posters.	<b>Dean FGS and VP AI</b> <ul style="list-style-type: none"> <li>- Faculty Deans</li> <li>- Media relations</li> </ul>	<ul style="list-style-type: none"> <li>Completed on a regular basis</li> <li>Additional resources would impact effectiveness.</li> </ul>	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.	<b>Vice-Provost AI</b> <ul style="list-style-type: none"> <li>• Dean FGS</li> <li>• SSC</li> </ul>	<ul style="list-style-type: none"> <li>Continue attendance at those events concerning graduate students (i.e. CAUT Indigenous Forum every second year).</li> <li>Events are shared through email</li> <li>Graduate students plan and participate in ongoing activities</li> </ul>	Significant progress

## Priority IV Enhance our Support of First Nations, Métis and Inuit (Aboriginal) Students

Initiated: Mar 6, 2012

Updated: Feb 17, 2015

Updated: September 2015

(Specific actions associated with many of those included in this plan are articulated in detail in the 2010-2013 Aboriginal Postsecondary Education and Training Action Plan)

Strategy	Actions	Lead Responsibility	Completed and Ongoing Activity	Status and Future Activities (if required)
	2.7.1 <del>Continue to work together to</del> Identify barriers to graduate student participation and develop plans to increase participation.	<b>Vice-Provost AI and Dean FGS</b>	<ul style="list-style-type: none"> <li>Preliminary discussions have taken place</li> <li>FGS involved in event promoting graduate studies to Aboriginal students</li> <li>Included Aboriginal students in 2015 targeted offers to enter graduate studies – joint letter with Vice-Provost AI</li> </ul>	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.	<b>Dean FGS</b> <ul style="list-style-type: none"> <li>Faculty Deans</li> <li>Graduate Coordinators</li> <li>Graduate Coordinator AI</li> </ul>	<ul style="list-style-type: none"> <li>Preliminary discussions have taken place</li> <li>FGS involved in event promoting graduate studies to Aboriginal students</li> <li>Included Aboriginal students in targeted offers to enter graduate studies – joint letter with Vice-Provost AI</li> </ul>	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.	<b>Office of the President Office of the Provost</b>	Pending funding development	In progress
	3.2 <del>Establish space for Aboriginal students at the Orillia campus.</del>	<b>Principal (Orillia) and VP AI</b> -	<ul style="list-style-type: none"> <li>Principal, in collaboration with AVP Operations and Vice-Provost AI, initiated</li> </ul>	In progress  Implementation of

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Strategy	Actions	Lead Responsibility	Completed and Ongoing Activity	Status and Future Activities (if required)
	<p>(REVISED) Explore opportunities for Aboriginal student gatherings at the Orillia campus</p> <p>3.2.1. (NEW) Designate space for Aboriginal student use at the Orillia Campus</p>		<p>review and planning in 2015</p>	<p>“Integrated model” of Aboriginal student support on the Orillia campus is moving ahead in 2015-16. This is a collaborative effort between the VP AI and the Principal Orillia.</p>



## Priority V Expand Our International Reach

Initiated: Mar 6, 2012

Updated: Feb 17, 2015

Updated: September 2015

Strategy	Actions	Lead Responsibility	Completed and Ongoing Activity	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.	<b>Faculty Deans, Chairs/Directors/ Coordinators</b> - SUSC	<ul style="list-style-type: none"> <li>Underway at both undergraduate and graduate levels in specific programs (e.g. MPH, HBScF/HBEM, Business)</li> </ul>	In progress
	1.1.2 Where appropriate, link global issues to local social, environmental, and economic realities.		<ul style="list-style-type: none"> <li>Incorporated at both undergraduate and graduate levels in specific programs and courses</li> </ul>	In progress
	1.2 Develop and implement a plan to increase the number of international learning/exchange opportunities for Lakehead University students.	<b>Office of the Provost</b> - Principal Orillia - LUI - Faculty Deans - Dean FGS	<ul style="list-style-type: none"> <li>Existing Exchange agreements have been reviewed and many renewed, new opportunities have been explored, and agreements signed at the undergraduate and graduate levels(LUI has full list)</li> <li>A range of communications initiatives underway (sessions, posters, information booths in campus public spaces)</li> </ul>	Significant progress
	1.3 Conduct a needs assessment on language course offerings available on campus to determine where offerings need to be enhanced.	<b>Deans and LUI</b> - Chair Languages - Chairs of programs utilizing international exchange opportunities	<ul style="list-style-type: none"> <li>Increasing requests from students have been noted by Academic Unit heads and the WAC in conjunction with providing supports for international and exchange students</li> </ul>	Prepare report for the Provost; due by March 2016

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Strategy	Actions	Lead Responsibility	Completed and Ongoing Activity	Status and Future Activities (if required)
	1.3.1 (NEW) Identify necessary language supports for international and exchange students coming to Lakehead	<b>Director SSC and LUI</b> <ul style="list-style-type: none"> <li>• Associate Director LUI</li> <li>• Coordinator WAC</li> </ul>	<ul style="list-style-type: none"> <li>• LUI initiates assessment of students' needs and facilitates and provides support</li> </ul>	In Progress  Specific Actions/Goals Proposed: 1) Writing Centre Coordinator to meet and identify necessary language supports with Associate Director, LUI. Prepare a report to be submitted to Director, SSC and shared with VPSA, and Provost's Office. Goal: Fall 2015 2) Assessment of tutoring supports, student demographic usage, feedback from writing coaches, to be completed as part of overall review and recommendations.
	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).	<b>LUI</b>		See 1.3
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.	<b>Office of the Provost</b> <ul style="list-style-type: none"> <li>- LUI</li> <li>- AVP(E)+R</li> <li>- Principal Orillia</li> </ul>	<ul style="list-style-type: none"> <li>• The first phase of development of Lakehead University International focused on building the basic support structures for three areas of activity; International Student Recruitment Study</li> </ul>	Significant progress

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			<p>Abroad and International Student Services (also known by students as the International office)</p> <ul style="list-style-type: none"> <li>Plan for <i>Road to 1000</i> has been developed and approved</li> <li>Orillia will launch ELP 2015</li> </ul>	
	2.2 Support and resource the further development of Lakehead International.	<p><b>Office of the President</b></p> <ul style="list-style-type: none"> <li>Office of the Provost</li> <li>VP ER</li> </ul>	<ul style="list-style-type: none"> <li>Operation of LUI is fully funded through the International Tuition Distribution Policy and revenue generated by the English Language Program</li> <li>Operation and service continue to expand in accordance with approved goals</li> </ul>	Significant progress
	<p>2.3.1 Explore new markets and develop appropriate recruitment strategies</p> <p>2.3.2 Recruit international students to enrol in programs at Lakehead University's two campuses.</p>	<p><b>Office of the Provost</b></p> <ul style="list-style-type: none"> <li>LUI</li> <li>AVP(E)+R</li> <li>Faculty Deans</li> <li>Dean FGS</li> </ul>	<ul style="list-style-type: none"> <li>Plan for <i>Road to 1000</i> has been developed and approved</li> <li>Participation in Caribbean and South American universities recruitment fair</li> </ul>	<p>Significant progress</p> <p>LU International to provide a review and update on the Implementation Plan/Program for the Provost by March 2016.</p>
	2.4 Establish English as a Second Language (ESL) programs to support the entry and retention of international students to the	<p><b>LUI</b></p> <ul style="list-style-type: none"> <li>AVP(E)+R</li> </ul>	<ul style="list-style-type: none"> <li>New English Language Program (ELP) is now home to over 150 students each year and is a revenue positive program</li> <li>New Summer Language Institute will be launched in</li> </ul>	Significant progress

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	university.		2015 in Orillia as an initial pilot program, with the goal of growing to an ongoing program in 2016	
	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.	<b>Lakehead International</b> - VP SA - Financial Aid - VP ER	<ul style="list-style-type: none"> <li>Many initiatives underway – including facilitating all outside community supports (Service Ontario, visas, employment, immigration sessions)</li> </ul>	Significant progress
	2.5.2 Establish a staff/student mentoring/buddy program to assist international students with transition.		<ul style="list-style-type: none"> <li>Initiatives such as hosting students for Thanksgiving and Christmas are ongoing.</li> <li>International Student volunteers assist with the new International arrivals, provide campus tours and are a first contact for new students.</li> <li>International Student Ambassadors stay with an assigned group of students throughout the first week of arrival including leading them throughout orientation and serving as a resource for the students as they transition into campus life</li> </ul>	Significant progress
	2.6 Coordinate supports between Lakehead University	<b>VP SA and LUI</b>	<ul style="list-style-type: none"> <li>Active referral of students to services available through Student Affairs</li> </ul>	Significant progress

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	International and Student Affairs.		<ul style="list-style-type: none"> <li>Develop a comprehensive plan that considers the workload implications for existing services</li> <li>LUI presented strategies to graduate coordinators</li> </ul>	
3. Encourage and support joint Research, Economic Development, & 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.	<b>Office of the President</b> <ul style="list-style-type: none"> <li>Office of the Provost</li> <li>VP RI</li> <li>VP ER</li> <li>Faculty Deans</li> <li>Dean FGS</li> <li>SAC QA</li> </ul>	<ul style="list-style-type: none"> <li>Many Deans/Chairs and members of faculty are active in this area in collaboration with LUI; several MOU's have been signed</li> <li>Call for new International Academic Liaison Officer (Jan 2015)</li> </ul>	Significant progress
	3.2 Increase the number of bilateral/bidirectional international learning/exchange opportunities for Lakehead faculty, staff, and students.	<b>Office of the President</b> <ul style="list-style-type: none"> <li>Office of the Provost</li> <li>VP RI</li> <li>VP ER</li> <li>Faculty Deans</li> <li>Dean FGS</li> <li>SAC QA</li> <li>VPA HR</li> </ul>	<ul style="list-style-type: none"> <li>Number of opportunities has increased (e.g. Italy, Sweden, Finland, North2north exchange, India)</li> </ul>	Significant progress