

## **2010-2011 Multi-Year Accountability Agreement (MYAA) Report Back**

<b>Institution Name:</b>	<b>Laurentian University</b>
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### **OVERVIEW**

The annual Multi-Year Accountability Agreement (MYAA) Report Back continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability, which were articulated under *Reaching Higher*. Consistent with the 2009-2010 MYAA Report Back, the 2010-2011 MYAA Report Back maintains the strategic system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2010-2011 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.

### **1) Enrolment - Headcount\***

*\*DEFINITION: Headcount is the actual enrolment for Fall 2010 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2010-2011 fiscal year.*

**Laurentian University** reported to the Ministry the total Headcount enrolment in 2010-2011 = **6,126**.

The number of students aged 18-24 from the total Headcount enrolment reported by **Laurentian University** to the Ministry for 2010-2011 = **5,056**.

The number of students aged 25+ from the total Headcount enrolment reported by **Laurentian University** to the Ministry for 2010-2011 = **924**.

The **number of students under the age of 18** enrolled at **Laurentian University** in 2010-2011= **146**.

\*The space below is provided for **Laurentian University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Enrolment - Headcount

Data for all indicators above follows the MTCU definition of enrolment for Fall 2010 and include only full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2010-2011 fiscal year.

Laurentian has a significant number of students who study part-time at all academic levels, many of whom are students aged 25 years and older. The number of eligible students 25 years and older reported above represent only 32% of our total eligible mature students studying at Laurentian. In 2010-2011, Laurentian had 2891 eligible students aged 25 years and older enrolled in full and part-time studies.

Please provide one or more examples, in the space provided below, of highlights from **Laurentian University's** Enrolment Management Plan that **Laurentian University** used during 2010-2011 to manage enrolment.

The continuation of new recruitment strategies from 2009-10 has resulted in a record-level overall enrolment of 9246 full and part-time students in the 2010-2011 academic year. These enrolment strategies saw international enrolment increase by 53% in 2010-11, while also increasing the overall average entry grade for the second year in a row.

In 2010-11, Laurentian offered 175 full-time programs. As part of its enrolment management plan, Laurentian has launched an innovative interdisciplinary approach to programming. A new 4-tiered modular degree structure allows Laurentian to respond to the diverse needs of post-secondary students, allowing them to customize a course of study. Students can design combinations of these modules in closely related fields or across disciplines, and also have the new option of adding a minor to their chosen degree.

Another strategy for student enrolment includes the newly established Centre for Academic Excellence. The Centre's mission is to support undergraduates, graduate students, faculty and other members of the teaching complement. Its aim is to monitor, evaluate and promote 'best practices' in learning and teaching. The Centre promotes academic achievement by helping students to manage all the aspects of the transition to university, and offers support and guidance in social, personal and cultural spheres as well as the academic.

**2) Under-Represented Students: Students with Disabilities\*, First Generation\*\* and Aboriginal\*\*\***

*\*DEFINITION: Students with disabilities is the total number of students with disabilities (excluding apprentices) registered with the Office for Students with Disabilities and reported in Table 1 of the institutions' annual report to the Ministry for the Accessibility Fund for Students with Disabilities (AFSD).*

*\*\*DEFINITION: First Generation is a student whose parent(s)/guardian(s) has/have not attended a postsecondary institution. If a sibling of the student has attended a postsecondary institution, but the parent(s)/guardian(s) have not, the student is still considered a First Generation student.*

*Parents/Guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student.*

*Postsecondary Attendance: have attended (but not necessarily having obtained a credential from) any institution of higher education in Ontario or elsewhere including outside Canada after high school (includes programs that lead to a postsecondary credential e.g. degree, diploma, certificate).*

*\*\*\*DEFINITION: Aboriginal is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Aboriginal peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, language, cultural practices and spiritual beliefs.*

For the following, please include Full-Time and Part-Time, but not International students.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at <b>Laurentian University</b> who registered with the Office for Students with Disabilities and received support services in 2010-2011= <b>371</b></p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) <b>371</b> ÷ <b>Laurentian University</b> (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = <b>6.1%</b></p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at <b>Laurentian University</b> who registered with the Office for Students with Disabilities and received support services in 2010-2011 = <b>123</b></p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at <b>Laurentian University</b> in 2010-2011= <b>3,728</b></p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) <b>3,728</b> ÷ <b>Laurentian University</b> (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = <b>60.9%</b></p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at <b>Laurentian University</b> in 2010-2011 = <b>1,807</b></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at <b>Laurentian University</b> in 2010-2011= <b>637</b></p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) <b>637</b> ÷ <b>Laurentian University</b> (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = <b>10.4%</b></p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at <b>Laurentian University</b> in 2010-2011 = <b>293</b></p>

\* The space below is provided for **Laurentian University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Students with Disabilities, First Generation and Aboriginal Students -

Since 2009, Laurentian has surveyed its student population regarding under-represented groups. Data from Laurentian's Web-based collection tool is used to provide the number for the Aboriginal and First Generation indicators above. This survey also provides information on Students with Disabilities. As requested, only the total number of students with disabilities registered with the Office for Students with Disabilities is used for the indicator above. Using information collected by Laurentian's own tool, there are in fact significantly more students at Laurentian with special needs. Approximately 468 Full-Time students and 246 Part-Time students self-identified as students with a disability in 2010-2011.

Laurentian's Office for Students with Disabilities has been implementing many strategies and innovative practices over the last few years. Some students may not feel the need to register with the Office, or in some cases wish to remain anonymous. By providing students with a Web-based tool to self-identify, Laurentian is better able to get an accurate picture of the true population of students with disabilities.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving <b>Laurentian University's</b> initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving <b>Laurentian University's</b> initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving <b>Laurentian University's</b> initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>
<p>In 2010-11, faculty, staff and volunteers were trained in accessible customer service including interacting with students with disabilities and a better understanding of their needs. During the same year, the Office for Students with Disabilities hosted the second annual wheelchair challenge. Over 100 students participated and experienced barriers to navigation in wheelchairs. This created awareness, while raising funds for a non-profit organization. As well, Laurentian developed a new peer mentorship program whereby upper year students with disabilities provide support for first year students with disabilities. In addition, the Accessibility Services office was amalgamated into a one-site location to better serve students with special needs.</p>	<p>The Distance Education staff of the Centre for Continuing Education offered twice-weekly mentoring sessions online (via Elluminate Live! and Skype) during the winter/spring/summer sessions in both English and French. These sessions included general academic skills related to studying at a distance and online and provided additional administrative support for students needing information on other available university services. Staff members are also continuing to assess which online supports are most used by, and useful to, our students. Monitoring of assignment logs and grades was ongoing to spot students in academic difficulty. Professors encouraged students with low grades to attend peer tutoring sessions. During the fall/winter/spring sessions, the Student Success Centre offered Peer Tutoring in Math and Writing Assistance in both French and English and a host of academic success workshops. Summer Orientation sessions were planned for July and August with special initiatives for families. A significant increase in guidance and general advising occurred as a result of more advertising particularly to first generation students identified through our internal tracking system.</p> <p>During the winter session, first year students who withdrew were surveyed by our project staff utilizing a questionnaire submitted in an earlier report. In general, we learned that female students are more likely to</p>	<p>1. The Dual Credit Pilot Program: The Dual Credit Pilot program provides opportunities for Aboriginal secondary school students to participate in postsecondary courses, earning dual credits that count towards both their secondary school diploma and their postsecondary degree at Laurentian University. Given the historic implications surrounding Aboriginal peoples, all aboriginal students are potentially at risk. This program has the ongoing potential to increase success and transition of Aboriginal students at the secondary level and the postsecondary levels. Of the 11 students who completed the 3 or 6 credits, 7 are currently enrolled or on track for post-secondary education. Success story: One student after completing the Business course offered in the Aboriginal Student Dual Credit Pilot Program required one credit to receive a high school diploma. The student chose to enrol in the other course offered in the program. After completing the first 3 credits of the Native Social Welfare course, the student began to miss classes. Following up with the student the coordinator of the program learned that the student had taken a full time job. The coordinator encouraged the student to continue attending as many classes as possible and to continue with the assignments. Upon completing the assignments, the student motivated by the capacity to work and complete the course initiated the necessary steps to enrol at Laurentian University. The</p>

	<p>withdraw than male students. Most students who withdrew cited family obligations as a significant reason. Some concluded that they were no longer interested in university studies; another common response among those who withdrew was the desire to attend an institution closer to their homes. Finally, a higher proportion of Francophone students who withdrew were First Generation.</p>	<p>student now enrolled at Laurentian is confident of success.</p> <p>2. Northern Aboriginal Festival: In response to a growing awareness of the need to bring together postsecondary aboriginal students within the larger surrounding community Cambrian College, Laurentian University and the City of Greater Sudbury, partnered in 2007 to create a festival that celebrates the Aboriginal peoples in the Northern Ontario region. In 2009 an education day component for elementary and secondary school students was added thereby further connecting the aboriginal student community. Collège Boréal became a full partner of Northern Aboriginal Festival in 2011 bringing new community connections to the aboriginal student body. Last year the festival was host to over 3000 student and community participants. The festival continues to grow each year and has become an anticipated yearly event.</p>
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### 3) Compliance with the Student Access Guarantee (SAG) in 2010-2011

Through its signed MYAA, **Laurentian University** committed to participate in the Student Access Guarantee (SAG). For 2010-2011, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines.

*\*NOTE: SAG data as of June 9, 2011*

2010-2011 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	\$148,836	235
Other SAG Expenditure to Supplement OSAP	\$1,074,353	696
<b>TOTAL</b>	<b>\$1,223,189</b>	<b>931</b>

Did **Laurentian University** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines?

**Yes**

The space below is provided for **Laurentian University** to describe methodology, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2010-2011.



#### 4) Participation in the Credit Transfer System

The Ministry is developing long-term indicators for credit transfer in consultation with the sector. The Ministry anticipates that as data collection systems in institutions evolve, data sets will become more complete. In future years, the Ministry will be expecting more complete data with respect to the number and type of transfer students applying to and registering for university, number of students transferring under transfer pathways, and amount of credit granted.

Using Ontario Universities Application Centre (OUAC) reports, please provide data for 2010.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2006	7,270	1,441	640	176
2007	7,192	1,299	538	133
2008	7,064	1,512	498	107
2009	6,678	1,469	565	180
2010	7,377	1,521	581	158

\*Transfers from publicly assisted colleges in Ontario

NOTE: OUAC collects information on the number of transfer student applications and registrations. The Ministry recognizes that:

- the transfer data set only includes those students who have applied to university through OUAC and have self-identified on applications to OUAC;
- a significant number of transfer students apply directly to the university and as such, are not captured in OUAC data;
- transfer data is not limited to college graduates who apply through OUAC; and
- only includes full-time students applying and registering in the fall to the first year of a university program.

The Ministry encourages **Laurentian University** to augment the OUAC data with its own institutional data, particularly pertaining to college graduates entering university. Reporting this data is optional. In the space provided below, **Laurentian University** should report institutional data which includes data from OUAC and other sources.

Year	Laurentian University's Total Applications	Laurentian University's Total Registrations	Laurentian University's Transfer Applications	Laurentian University's Transfer Registrations
2010	7,631	1,775	858	212

\*The space below is provided for **Laurentian University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Transfer applications and registrations - Institutional data

Data provided above includes:

1. Full and Part-time students applying and registering in the fall to the first year of a university program; and
2. Data includes both OUAC and institutional data sources.

Please provide one or more highlights, in the space provided below, of an activity that **Laurentian University** used in 2010-2011 and which contributed to maintaining or improving **Laurentian University's** efforts to develop and enhance credit transfer. A highlight could be a strategy, a transfer pathway (e.g. transfer policies, new or expanded articulation agreements with specifically defined credits or a defined entry point), changes to student supports viewed by the institution to be an innovative practice, changes to enhance transparency in credit transfer (e.g. improved timeliness of credit/credential recognition, new transfer policies/agreements uploaded to new website, etc), a success story and/or a key accomplishment in each of the following categories:

**4.1) Expanding Transfer Pathways** excluding collaborative degree programs without transfer pathway (e.g. expanding bilateral articulation agreements to multilateral agreements, new/revised policies with specifically defined credits or defined entry point, projects to facilitate course-by-course transfer in General Arts and Science diploma programs, pathway projects to support university to university or college to college transfer, etc.)

Laurentian continues to expand its transfer pathways with new articulations that were approved during 2010-11. For example four new articulation agreements were created. These include:

- Direct entry and advanced standing for transfer students and graduates of Lambton College's three year business diploma programs in Business Administration.
- Cambrian college students in the Theatre Arts Production Program can transfer into the Bachelor of Fine Arts – Theatre production stream at Laurentian.
- An articulation agreement with Weengushk Film Institute for graduates of the Emerging Artists Program and Professional Artists Program into the Bachelor of Fine Arts or Bachelor of Rhetoric and Media studies program at Laurentian.
- Graduates of the two-year Law Clerk Program at Northern College receive transfer credits in Laurentian's Law and Justice program.
- Graduates of Cambrian College's Human Resources Management certificate may seek admission and receive course equivalencies in the Bachelor of Arts Labour Studies program at Laurentian.

**4.2) Providing Support Services for Transfer Students** (including student transition experience/activities and supports to promote student success)

Laurentian has been actively working with academic units to examine and improve current pathways for College students. This work has been very successful in identifying new ways to support student transition. Laurentian has participated with the Credit Transfer Innovation Fund to help support these activities.

**4.3) Improving Transparency and Access to Information** about Credit Transfer and Transfer Pathways

Through the Credit Transfer Institutional Grants, Laurentian has been enhancing its existing information on credit transfer agreements, policies and completion requirements for College students. Laurentian will continue this work in 2011-12 with the specific goal of increasing both the technology and information required to assist in enhanced reporting requirements.

As part of Laurentian's focus on increasing improved transparency and access to information about credit transfer and transfer pathways, Laurentian has been meeting with our Francophone postsecondary partners with a goal to enhance the linkages and encourage student mobility among them. Laurentian has numerous existing transfer articulations with french postsecondary institutions as well as with two bilingual universities outside of Ontario. A new initiative that has begun is the development of a website informing students, secondary school councillors, postsecondary institutions and the general public of the various possibilities for transition, particularly in french language programs. This site will include both recognized articulation agreements, credit transfer opportunities and collaborative programs that are available between Northern Ontario postsecondary institutions.

### **5) Class Size\***

Per the 2010 Common University Data Ontario (CUDO) report for Fall 2009, the percentage of **Laurentian University's** undergraduate class size for first entry\* programs was:

	First Year		Second Year		Third Year		Fourth Year	
Class Size	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes
<b>Fewer than 30</b>	82	48.8%	163	69.1%	194	81.9%	265	77.5%
<b>30 to 60 students</b>	46	27.4%	46	19.5%	33	13.9%	76	22.2%
<b>61 to 100 students</b>	27	16.1%	21	8.9%	10	4.2%	1	0.3%
<b>101 to 250 students</b>	11	6.5%	6	2.5%	0	0.0%	0	0.0%
<b>251 or more</b>	2	1.2%	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	168	100.0%	236	100.0%	237	100.0%	342	100.0%

\* First entry programs include - arts and science, applied science, engineering. Second entry programs such as dentistry, law and medicine are not included in the above.

Please provide one or more highlights, in the space provided below, of an activity that **Laurentian University** used during 2010-2011, which contributed to maintaining or improving **Laurentian University's** class size initiatives. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Laurentian has among the smallest class sizes in the province. More than 75% of all our classes have 60 or fewer students, and in first year alone, almost 50% of our classes have fewer than 30 students. This enables Laurentian to deliver an exceptional academic experience.

One initiative in 2010-11 that has helped enhance the class experience is the introduction of more tutorials for students in large sections like Math, Physics, Engineering and Accounting.

In 2010-11, more science labs have been created, creating smaller lab sections encouraging more one on one contacts for our students.

## **6) eLearning**

As part of the Open Ontario Plan outlined in the 2010 Speech from the Throne and the 2010 Budget, the government announced the creation of a new Ontario Online Institute (OOI). In Spring 2010, the Ministry conducted a survey on elearning activity and plans that proved to be very useful in helping the Ministry to develop a stronger understanding of the scale and type of elearning activity currently taking place across Ontario.

While long-term indicators for eLearning will be developed for future reports, the 2010-2011 Report Back seeks to expand on the information that was submitted in the Postsecondary eLearning Survey. This information will help the Ministry to continue to develop design options for an Ontario Online Institute in order to best build upon the current activities and strategic directions already in place in Ontario.

### **Fully Online Learning\* and Synchronous Conferencing\***

#### ***\*DEFINITIONS:***

##### ***Courses:***

*A Fully Online Learning (asynchronous) course is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. The online component is typically over 80% of the total delivery. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.*

*A Synchronous Conferencing course is delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. Conferencing can make use of the public telephone system (ISDN), dedicated wideband networks or the Internet. A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.*

##### ***Programs:***

*A Fully Online Learning (asynchronous) program describes a program, which is considered to be fully online if 80% or more of its courses are fully online courses. As an example, suppose a program consisted of 10 courses where: 8 courses are delivered fully online and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are fully online, and the program is defined as a fully online program.*

*A Synchronous Conferencing program describes a program, which is considered to be offered via synchronous conferencing if 80% or more of its courses are delivered via synchronous conferencing and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are delivered via synchronous conferencing, and the program is defined as a synchronous conferencing program.*

**Course, Program and Registration Data**

Based on the definitions provided above, provide *Laurentian University's* elearning data for 2010-2011:

<b>COURSES DATA</b>	<b>UNDERGRADUATE</b>	<b>GRADUATE</b>
Number of Ministry-funded, For-credit <b>Courses</b> Offered Through Fully Online Learning	84	19
Number of Ministry-funded, For-credit <b>Courses</b> Offered Through Synchronous Conferencing	0	0
<b>Total Number of Ministry-funded, For-credit Courses Offered in eLearning format</b>	84	19
<b>PROGRAMS DATA</b>	<b>UNDERGRADUATE</b>	<b>GRADUATE</b>
Number of Ministry-funded, For-credit <b>Programs</b> Offered Through Fully Online Learning	12	2
Number of Ministry-funded, For-credit <b>Programs</b> Offered Through Synchronous Conferencing	0	0
<b>Total Number of Ministry-funded, For-credit Programs Offered in elearning Format</b>	12	2
<b>COURSE REGISTRATIONS</b>	<b>UNDERGRADUATE</b>	<b>GRADUATE</b>
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	2,987	465
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	0	0
<b>Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format</b>	2,987	465

\*The space below is provided for **Laurentian University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: eLearning Course, Program and Registration Data.

Based on the Synchronous Conferencing course definition, Laurentian currently does not offer these types of courses.

However, many of our continuing education courses make use of Elluminate Live to enhance online course delivery and provide a synchronous component. For example, professors provide weekly tutorials to students via Elluminate.



**Hybrid Learning\***

*A Hybrid Learning course is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however the online component is typically 50%-80% of the total course delivery. In this case, a hybrid learning course may have components delivered via traditional face-to-face; however, over half the course delivery should be online.*

*A Hybrid Learning program is a program in which 80% or more of its courses are hybrid learning courses.*

In the space provided below, please highlight one example of **Laurentian University's** use of Hybrid Learning courses and/ or Programs

Laurentian currently does not offer hybrid courses.

Please provide one or more highlights, in the space provided below, of an activity that **Laurentian University** used during 2010-2011, which contributed to maintaining or improving elearning opportunities at **Laurentian University**. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Laurentian University was a founding member of Contact North-Contact Nord and the Canadian Virtual University (CVU-UVC) and has held leadership positions on the boards of these organizations. It has provided direction to ensure broader accesses to postsecondary education for Laurentian University students, both on campus and by distance education, including e-learning. Partnerships (such as the CGA and the School of Management) and collaborations (with other Ontario universities to provide access to the online Nurse Practitioner program in both English and French) demonstrate Laurentian University's ability and flexibility in mounting e-learning programs with external partners to respond to educational needs provincially and nationally.

In 2010-11, more than 23 correspondence courses have been enhanced or developed into fully on-line courses and incorporated into our online learning management system Desire2Learn. Laurentian's Centre for Continuing Education (CCE) has been collaborating with professors offering traditional continuing education courses to add online components to their courses. As result, the majority of our CCE offerings now have, at a minimum, an on-line component.

## **7) International**

### **7.1 Initiatives**

Please identify emerging markets for International Students (i.e. countries who are not represented in **Laurentian University's** current top five source countries for International Students, as shown in International Enrolment section below) in which **Laurentian University** actively engaged in recruitment activities in 2010-2011:

Brazil
South Korea
Morocco
Malaysia
Kazakhstan

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **Laurentian University** had in 2010-2011:

- Outbound students\* = 23  
\*DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.
- Inbound students\* = 21  
\*DEFINITION: Inbound students are international students registered at an Ontario college/university to receive academic credit.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Laurentian University** in 2010-2011 = **\$4,877,804**

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that **Laurentian University** had outside of Canada in 2010-2011 = **\$0**

Please list, in the table below, all For-Credit, Stand-Alone campuses or partner campuses at which **Laurentian University** delivers courses and/or programs **abroad (outside of Canada)** in 2010-2011, including city, country, programs offered, and total enrolment in each program offered at each campus:

\*The space below is provided for **Laurentian University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Initiatives

The total gross revenue from international student tuition is for all international students at all academic levels for the fiscal year ending April 30, 2011.

## 7.2 Enrolment

In 2010-2011, **Laurentian University** reported to TCU the following top 5 source countries for international students:

	Source Country	Number of International Students	International Students from Source Country as a Percentage of <b>Laurentian University</b> Total Full-Time International Student Enrolment
1.	China	128	33.3%
2.	Saudi Arabia	67	17.4%
3.	Botswana	34	8.9%
4.	Nigeria	16	4.2%
5.	India	13	3.4%

**Laurentian University** reported to TCU that International Enrolment\* in 2010-2011 = **384**

*\*DEFINITION: International Enrolment is the headcount of Full-Time international students at the institution, including students who are both eligible and ineligible for funding consideration, excluding ESL students from abroad who are taking short-term language training on a Full-Time basis.*

\*The space below is provided for **Laurentian University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Enrolment.

Laurentian University's 2010-2011 Part-Time International student Enrolment: is the headcount of Part-Time international students at the institution, including students who are both eligible and ineligible for funding consideration and includes ESL students as well as students enrolled in a university preparation programs on a Part-Time basis.

Please provide **Laurentian University's** 2010-2011 Part-Time International Student Enrolment = **205**

### **7.3 English as a Second Language**

Please provide the total number of *International students* who were enrolled in English as a Second Language (ESL) course or program at **Laurentian University** in 2010-2011 = 133

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Laurentian University** used in 2010-2011 to create pathways for *International students* from **Laurentian University's** ESL programming to postsecondary studies.

Laurentian University established a bridging program as a pathway for international students in the English for Academic Preparation (EAP) program. This bridging program assists students in becoming familiar with university terminology and course requirements while also acclimatizing the students to university life and academic culture to ensure success in their academic program.

\*The space below is provided for **Laurentian University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Enrolment and ESL

Please provide one or more highlights, in the space provided below, of an activity that **Laurentian University** used during 2010-2011, which contributed to maintaining or improving **Laurentian University's** international initiatives. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Laurentian is one of only three Canadian universities to participate in the International Student Exchange Program offering study opportunities with more than 260 member institutions in more than 30 countries worlds wide. In 2010-11, 23 Laurentian students participated in the Laurentian International Exchange Program by going global to Ireland, Belgium, United Kingdom, France, Finland, Italy and Mexico. In turn, the university welcomed 21 students from Germany, Slovakia, Finland, France, Italy, Spain, Japan, Switzerland, Mexico, Ireland, Korea and the USA.

For the second consecutive year in 2010, a Laurentian University student has been selected as one of only 20 participants from across Canada to take part in the WUSC International Seminar. The WUSC International Seminar is a unique 6-week educational experience where students conduct a group project to support a local development organization in a developing country.

Each year, several students from Laurentian University's School of Education travel to Ecuador as part of the Cross Cultural Teaching Experience. Participants are given the opportunity to live with a host family in Coastal Ecuador, teach in a local school and work on projects that will assist the local schools and community in which they will be living. One of the primary goals for this initiative is to provide student teachers with the chance to broaden their own horizons as teachers and learners, connecting them with other educators and students in another part of the world to give them the opportunity to immerse themselves in a wonderfully diverse community for 21 days.

The CCTE program through Laurentian's School of Education is entering its fifth year. In 2009, the teaching component was given official approval to be part of the student teaching requirement for our program. Last year, four boxes of non-fiction Spanish picture books were received from Crabtree Publishing, a Canadian Book Company and were delivered to the schools involved. Working with Fundacion Reto International, the host organization (<http://www.fundacionretointernacional.org.ec>) has helped to coordinate host family stays, school teaching partnerships with local educators and principals and weekend cultural excursions to a national park, an archaeological site and one of the largest indigenous markets in South America. In addition to teaching in a local school (Escuela Felicismo Lopez in Salango), various community projects have been completed in

consultation with the residents of Las Tunas and Puerto Rico. Over the four years, Laurentian School of Education CCTE participants have:

- built a beach volleyball court
- rewired a local school classroom
- furbished an ocean shoreline with native plants to prevent erosion
- painted and restored three outdoor washrooms for a school
- completed a wall mural in a local daycare
- offered a week-long drama/music/art camp for 80 local children
- coordinated a drama production of a traditional folktale with 80 children

**8) Supply Chain Compliance / Broader Public Sector Accountability Act****SUPPLY CHAIN COMPLIANCE**

Effective April 1, 2010, Broader Public Sector organizations, including universities, that receive more than \$10 million per fiscal year from the Ministry of Training, Colleges and Universities (TCU), are required to have a Code of Ethics and Procurement Policies and Procedures in place within the university that are consistent with the principles outlined within the Government of Ontario's Supply Chain Guideline. TCU recognizes the importance of this guideline in supporting the postsecondary education sector to achieve a common standard of supply chain excellence and to carry out supply chain activities in an ethical, efficient and accountable manner.

**Laurentian University** confirmed in its 2009-2010 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2010-2011, **Laurentian University** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

**Laurentian University** confirmed in its 2009-2010 MYAA Report Back that it **had** adopted or was in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures. Please confirm, that in 2010-2011, **Laurentian University** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

**Laurentian University** confirmed in its 2009-2010 MYAA Report Back that it **had not** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2010-2011, **Laurentian University** participated in the Ontario Education Collaborative Marketplace (OECM): **Yes**

If YES, please provide the approximate total dollar value of **Laurentian University's** OECM purchases in 2010-2011: 80,000

Please provide one or more highlights, in the space provided below, of an activity that **Laurentian University** used during 2010-2011, which contributed to maintaining or improving **Laurentian University's** supply chain management. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The Lamps and Ballasts Recycling Program Administrative:

Laurentian participates in the Sudbury Regional Buying Group (SRBG), whose members include school boards, hospitals, the City of Greater Sudbury and other institutions. It achieves efficiencies through group buying and aims to derive maximum value for each dollar spent.

The SRBG promotes efficiency in the purchasing and material management fields by:

- Jointly inviting tenders, proposals and/or quotations for commonly used items;
- Encouraging standardization of specifications for commonly used items;
- Exchanging market information; and
- Developing long-range strategies for cost containment.

Commodities that we have purchased as a group; lamps and ballasts, copy paper, gasoline and diesel fuel, cell and Blackberry service.

Laurentian University is the lead for managing the contract for lamps and ballasts. By combining our volume we generated some very good savings, and at the same time initiated an environmental component to the contract to recycle lamps and ballasts. Rather than having each member of the group research and develop a program we combined our resources to create one program. Since it began in June 2010, the SRBG recycling program has seen 12,899 lamps and ballasts recycled on behalf of the 3 members. The total amount spent by the 3 members has been approximately \$25,000.00, and the parties are continuously working to reduce the cost of recycling these products.

\*The space below is provided for **Laurentian University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Supply Chain Management and OECM purchases

The approximate total dollar value of Laurentian University's OECM purchases in 2010-2011 is more than \$80,000.

**BROADER PUBLIC SECTOR ACCOUNTABILITY ACT**

All universities are to be in compliance with the *Broader Public Sector Accountability Act*, 2010, proclaimed on April 1, 2011. The Act, through two new directives, establishes new expense and procurement practices for large broader public sector (BPS) organizations and adds accountability measures. Amendments to the *Broader Public Sector Accountability Act, 2010* provide the authority for the Management Board of Cabinet to issue a directive requiring the designated BPS organizations, including universities, to establish rules on perquisites.

**BPS Procurement Directive**

The new BPS Procurement Directive provides mandatory procurement practices for BPS organizations to improve accountability and transparency for procurement decisions and processes, and maximize the value that BPS organizations receive from the use of public funds. To comply with that Directive, institutions must:

- i. formally adopt the supply chain code of ethics in accordance with their governance processes; and
- ii. comply with the mandatory requirements of the Directive.

Given the proclamation date of April 1, 2011, **Laurentian University** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **Laurentian University** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **Laurentian University** adopted in 2010-2011 to prepare for compliance.

Many of the mandatory requirements were already implemented prior to 2010. The following are some of the actions taken by Laurentian University;

February 2010 -

Purchasing Code of Ethics approved by the Finance Committee and by the Board of Governors.

March 2010 –

Memorandum regarding Purchasing Code of Ethics sent to the university community from our University Secretary and General Counsel and Vice-President, Administration. Purchasing Code of Ethics added to the Purchasing web site.

May 2010 –

Compliant with Purchasing Guidelines. Updated necessary forms and template. Posted guidelines on our web site.

June 2010 –

Sudbury Regional Buying Group, Ontario Buys, in agenda and minutes.

April 2011 –

Supply Chain Code of Ethics approved by the Finance Committee and by the Board of Governors. Added to the Purchasing web site. Updated necessary forms and template.

May 2011 –

Sudbury Regional Buying Group, BPS Procurement Directives in agenda and minutes.

July 2011 –

Memorandum to the University community, BPS Directive Approval Thresholds and Authority Schedule. Information added to the Purchasing web site.

Sept 2011 –





Sent e-mail reminder to university community regarding the BPS Directive and Approval Thresholds and Authority Schedule.

## **BPS Expenses Directive**

The new BPS Expenses Directive improves accountability and transparency for BPS organizations by:

- i. requiring designated BPS organization to establish expense rules, and
- ii. establishing eight mandatory requirements for inclusion in each organization's expense rules.

Given the proclamation date of April 1, 2011, **Laurentian University** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **Laurentian University** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **Laurentian University** adopted in 2010-2011 to prepare for compliance.

Examples of preparation for compliance in 2010-11 include:

1. Ensured policy was compliant with appropriate approval levels and also performed an internal audit of expenditure approval to ensure compliance with the policy.
2. Laurentian changed its expense repayment procedures to align with procurement policy changes to ensure that in no circumstances can hospitality, incidental or food expenses be considered allowable expenses for consultants and contractors under the rules or in any contract between Laurentian and a consultant or contractor.
3. Ensured policy compliant with accommodation requirements.
4. Ensured accountability for travel method, including rental of vehicle.
5. Ensured original receipts for expenditure reimbursement.

## **BPS Perquisites Directive**

The new BPS Perquisites Directive requires BPS organizations, including universities, to establish rules on perquisites where these are provided through public funds. The Directive sets out six requirements that must be included in the perquisites rules for the organization. The rules apply to any person in the university including appointees, board members, elected officials and employees.

Given that the effective date for compliance is August 2, 2011, **Laurentian University** is not required to attest to compliance in the 2010-2011 Report Back. However, future MYAA Report Backs may require **Laurentian University** to attest that it is in compliance with this Directive.

## **9) Space Utilization**

**Laurentian University** indicated in its 2009-2010 MYAA Report Back that it had a Space Utilization planning process in place to assess and optimize academic space utilization.

Please provide one or more highlights, in the space provided below, of an activity that **Laurentian University** used during 2010-2011, which contributed to maintaining or improving **Laurentian University's** space utilization. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

In 2010-11, new initiatives have been developed, aimed at improving classroom capacity and efficiencies. For example, classroom scheduling has been enhanced to maximize early morning and later afternoon time slots allowing for increased classroom utilization. Laurentian has also been actively scheduling more classroom usage in certain buildings across campus. As a continuation of this plan, Laurentian has begun the implementation of course scheduling software to assist in maximizing the course schedule to more fully utilize the weekly and daily available time slots.

As a result of teaching space removed from the classroom pool, Laurentian created additional office and departmental space in the classroom building and in the arts building. This resulted in moving the department of Native Human Services to a more accessible location on campus for students. As a result, cost savings were realized by reducing leasing costs by about \$100,000 per year.

## **10) Student Satisfaction**

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of *excellent and good* responses) at **Laurentian University** for NSSE Question "How would you evaluate your entire educational experience at this institution?" = **74%** for Senior Year respondents.

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of *definitely yes and probably yes* responses) at **Laurentian University** for NSSE Question "If you could start over again, would you go to the same institution you are now attending?" = **75%** for Senior Year respondents.

Please indicate the methods, in addition to the NSSE survey, that **Laurentian University** uses to measure student satisfaction.

Laurentian university regularly uses student surveys for a variety of student satisfaction and experience measures.

These include:

- Food Services survey
- First Year Student Orientation survey
- Non-returning Student survey
- Early Withdrawal Student survey
- Non-registering Confirmants survey
- New Part-Time Continuing Education survey
- Continuing Education Withdrawal survey
- Accessibility Services survey
- Health and Counselling Services survey
- Student Success Initiatives

Please provide one or more highlights, in the space provided below, of an activity that **Laurentian University** used during 2010-2011, which contributed to maintaining or improving student satisfaction at **Laurentian University**. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Senior administration including Vice-President Academic and Provost, Vice President Administration, Associate Vice-President Student Affairs along with other senior university administrators met monthly with student leaders to discuss issues that were of importance to the student population. From those meetings, an action plan was created for follow-up and a considerable number of irritants and student concerns were addressed. There were very productive discussions that lead to various initiatives to help improve student life and engagement on campus. These meetings created a forum for discussion, dialogue and information sharing while improving the overall relationship between student leaders and the University administration.

Laurentian's Bus Home Program was launched in 2010-11. This program provides out-of-town students with the unique opportunity of returning home from Sudbury for a visit during the academic year. Trips are scheduled at regular intervals including Thanksgiving, fall reading week, winter reading week, and the end of the winter semester weekend. In 2010-11, 475 students utilized this service over the four trips. This bus service had 5 destinations: Toronto, Barrie, Timmins, Ottawa, and Sault Ste-Marie. This service was restricted to active Laurentian University students at a rate of \$50/return trip. The students enjoyed the safety, door-to-door service and convenience of this unique service.

### **11) Graduation Rate**

Per the KPI results reported in 2011, the graduation rate\* at **Laurentian University** = **70.9%**\*

\*Percentage of 2002 Year 1 New to Institution Students Who Received a Degree between 2003-2009

Please provide one or more highlights, in the space provided below, of a **Laurentian University** activity in 2010-2011, which contributed to maintaining or improving **Laurentian University's** graduation rate initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The nursing program offers students enrolled in their fourth year a preceptorship program which enables successful nursing students the opportunity to complete their degree requirements a term early. Students are required to apply for placement in one of 35 places in a Summer Externship Program offered May through July. This program is available to both Laurentian BSc Nursing students and to students enrolled in our Collaborative Nursing programs. Students are expected to complete two courses as well as a 360-hour preceptorship clinical placement in an acute or non-acute setting. This program has helped many Laurentian nursing students to attain graduation and employment early.

The Native Student Affairs Learning Strategist coordinates with the traditional resource people, the Native Student Counsellor, and with the Laurentian University student support staff to assist First Nation, Métis and Inuit students in their academic journey as they progress toward graduation. The Graduation Celebration Program originated from the office of the NSA Learning Strategist to honour the achievement of Indigenous Students by gifting them with a uniquely designed Degree Frame that reflects Indigenous culture.

## **12) Graduate Employment Rate**

Per the KPI results reported in 2011, the graduate employment rate\*, 6 months upon graduation, at **Laurentian University** = **96.5%**

Per the KPI results reported in 2011 the graduate employment rate\*, two years upon graduation, at **Laurentian University** = **96.9%**

\*Percentage of 2008 graduates of bachelors or first professional degree programs who were employed six months and two years after graduation.

Please provide one or more highlights, in the space provided below, of a **Laurentian University** activity in 2010-2011, which contributed to maintaining or improving **Laurentian University's** graduate employment initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Through Laurentian University's Career and Employment Centre, students are encouraged to explore online applications for hundreds of volunteer positions in several dozen non-profit organizations in the community. As well, Peer Mentors under the university's Residences Services typically organize students in residence in numerous volunteer activities throughout the school year.

Each year, Laurentian hosts an on campus Career Day. In 2010-11, 47 employers were present to solicit student applications for employment following graduation. A broad range of employment sectors including Government and Public Service Commission, Hospitals, Banking, Engineering and International Teaching Recruitment were represented. Laurentian invites local college students helping us toward our key goal for community responsiveness. Career Day is successful with the help of student volunteers, many of whom are Laurentian International Students looking to gain more experience and enhance their skills in interaction with employers, students and the community representatives.

A significant new strategy this year involves the Work Study office. In 2010-2011, new work/study opportunities were broadened to include more external companies giving students the opportunity to gain valuable work experience while studying.

### **13) Student Retention**

Using data from **Laurentian University's** Institutional Consortium for Student Retention Data Exchange (CSRDE) submissions, please provide **Laurentian University's** achieved results for all years in the table below:

Entering Cohort	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort
1st to 2nd Year	83.4%	84.2%	86.3%	85.6%
1st to 3rd Year	76.2%	75.5%	78.2%	N/A

\*The space below is provided for **Laurentian University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Full-Time Student Retention Rate

Please provide one or more highlights, in the space provided below, of a **Laurentian University** activity in 2010-2011, which contributed to maintaining or improving **Laurentian University's** retention initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Laurentian has begun offering Summer Orientation sessions. These sessions offered in July and August include special initiatives for families and help give students a glimpse of what university life is like. Students are introduced to key university resources in the Laurentian community (for example academic advisors). This program is aimed to help ease students into the university environment and helps support their academic success.

Through the Mentoring program, a series of workshops have been organized for students with academic challenges and at-risk students. In 2010-11, these workshops were expanded to include more than 12 seminars offered in both French and English. Also, this series has been offered to the wider Laurentian community through the Centre for Academic Excellence.



#### **14) Quality of the Learning Environment**

Please provide one or more highlights, in the space provided below, of an activity that **Laurentian University** used during 2010-2011, which contributed to enhancing **Laurentian University's** learning environment for the three quality measure categories indicated below:

##### **14.1) IN-CLASS EXPERIENCE (Examples may include promoting teaching excellence, staff training, etc.)**

Many of Laurentian's professors are continuously enhancing the in-class experience for students. For example, Teaching Excellence Award winner Robert Segsworth, a political science professor, brings city officials into class to help engage his students. In 2010-11, one of his fourth-year courses with an independent project included providing assistance to a Sudbury city councillor to help ease some major traffic headaches on a busy urban street. Students, with the support of professor Segsworth, were able to research and recommend traffic calming measures.

Professor Markus Timusk led a team of eight fourth-year engineering students enrolled in the Mechanical Engineering program at Laurentian to take top spot at the International NASA Lunabotics competition in Florida in May, 2011. During the 2010-11 academic year, the students designed and built a remote-controlled excavating unit used to excavate lunar materials. The team and their 'lunabot' easily clinched the title and set a world record for the competition, digging up more than 237 kilograms of simulated moon rock in 15 minutes.

##### **14.2) ENGAGEMENT (Examples may include new student orientation, work-learning opportunities, etc.)**

Laurentian's Interdisciplinary Humanities M.A. is program which includes a unique community outreach component and is an excellent example of work-learning opportunities offered by the university. Students spend 100 hours in practicum with an institution, program or agency in the community, typically in education, health care or Non-Government Organizations.

Another example includes the M.A. in Applied Psychology where students serve 400 hours in the practicum component of their 4th year course. Students are involved in work-learning opportunities involving assessment, diagnosis and counselling.

##### **14.3) SUPPORT (Examples may include personal and academic supports to students, etc.)**

In 2010-11, Senate approved an update to the university's Academic plan. This university-wide Academic plan was the result of a strategic effort to incorporate the content of Academic Plans from each of the Faculties/Library, with input from the Comité des programmes en français (CPF).

Several broad academic priorities have emerged: Support for French-language programs and the bilingual mandate of Laurentian University, Aboriginal programming, Interdisciplinary and Academic Excellence.

The university's Academic Plan will inform the 2011-2012 operating budget as well as the 2012-2017 strategic plan.

Specific examples of improvements to Laurentian's academic supports for students include monthly meetings between senior university administrators and student leaders to discuss issues of importance to the student population. Additionally, library hours were extended, and the library has increased the number of laptops and portable learning devices, as well as increasing the overall study space available for students.

#### **15) Ten Percent Reduction in Executive Office Costs for 2011-2012**

The 2011 Ontario Budget Document includes a policy requirement for Executive Offices in certain Broader Public Sector (BPS) organizations to reduce office costs by ten percent over two years. These organizations, including colleges, are required to commit to reducing a minimum of five percent in 2011-2012 and five percent in 2012-2013.

An executive office is defined as the office of **Laurentian University's** Executive Head and the office of every member of senior management that reports directly to the Executive Head. Executive office costs include, but are not limited to, office space, supplies, number of staff, salaries and wages, conferences and travel expenses. The baseline for the ten percent reduction is **Laurentian University's** 2010-2011 budget for their executive offices.



**Laurentian University** confirms its commitment to reduce executive office costs by ten percent over two years from the base year of 2010-2011, including a minimum five percent reduction in 2011-2012.

Starting in 2011-2012, each institution is required to submit a compliance report, signed by the highest ranking executive, indicating that they have achieved this reduction. Compliance includes providing the 2010-2011 baseline amount of the executive office costs and the amount reduced in 2011-2012.

**Attestation:**



**Laurentian University** confirms that all information being submitted to the Ministry as part of the 2010-2011 MYAA Report Back is accurate and has received approval from **Laurentian University's** Executive Head.

**Contact:**

Please provide the contact information for the representative at **Laurentian University** to whom public inquiries can be directed regarding **Laurentian University's** 2010-2011 MYAA Report Back:

- Name: Shauna Lehtimaki, Manager Institutional Planning
- Telephone: (705) 675-1151 x4567
- Email: slehtimaki@laurentian.ca

Please indicate the address on **Laurentian University's** website where a PDF copy of this 2010-2011 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2010-2011 MYAA Report Back has been approved):

- [http://www.laurentian.ca/Laurentian/Home/Departments/Institutional+Research/MYA.htm?Laurentian\\_Lang=en-CA](http://www.laurentian.ca/Laurentian/Home/Departments/Institutional+Research/MYA.htm?Laurentian_Lang=en-CA)