

BOARD OF GOVERNORS Strategy & Planning Committee (S&P)

June 11, 2026
2:00 p.m. - 4:00 p.m.
Via Videoconference
[Public Registration Link](#)

Members: Eric Agius (Chair), Lisa McBride (Vice-Chair), Ahmad Barari, Laura Elliott, Emily Whetung-MacInnes, Mitch Frazer, Matthew Mackenzie, Steven Murphy, Roger Poirier, Michael Rencheck, Hannah Scott, Alveena Shrestha, Jeffrey Spiegelman

Staff: Kirstie Ayotte, Nicola Crow, Sandra Grouette, Krista Hester, Les Jacobs, Lori Livingston, Jennifer MacInnis, Brad MacIsaac, Sarah Thrush

AGENDA

No.	Topic	Lead	Allocated Time	Suggested Start Time
PUBLIC SESSION				
1	Call to Order	Chair	10	2:00 p.m.
2	Agenda (M)			
3	Conflict of Interest Declaration			
4	Chair's Remarks			
5	President's Remarks	Steven Murphy	10	2:10 p.m.
6	Strategy			
6.1	Annual Integrated-Academic Research Plan, Institutional and SMA Metrics Report* (I)	Lori Livingston Sarah Thrush	15	2:20 p.m.
6.2	2025-2026 Continuous Learning Annual Report* (I)	Lori Livingston	10	2:35 p.m.
6.3	2025-2026 Quality Assurance Annual Report* (I)	Lori Livingston Sarah Thrush		
6.4	Annual International Student Strategy Report* (I)	Lori Livingston Joe Stokes	10	2:45 p.m.
6.5	Strategic Research Plan Annual Report	Les Jacobs	10	2:55 p.m.
7	Consent Agenda (M):	Chair		
7.1	Public Session Minutes of the April 2, 2026 Meeting* (M)			
7.2	Research Defence Strategy* (I)			
7.3	2025-2026 S&P Annual Report			

No.	Topic	Lead	Allocated Time	Suggested Start Time
8	Adjournment (M)	Chair		3:05 p.m.
NON-PUBLIC SESSION (material not publicly available)				
9	Call to Order	Chair	5	3:10 p.m.
10	Conflict of Interest Declaration			
11	Chair's Remarks			
12	President's Remarks	Steven Murphy	10	3:15 p.m.
13	Strategic Conversation: Continuous Learning – the Path Forward* (D)	Lori Livingston Sarah Thrush	20	3:25 p.m.
14	Consent Agenda (M):	Chair	5	3:45 p.m.
14.1	Non-Public Session Minutes of the April 2, 2026 Meeting* (M)			
14.2	Capital Project Tracking – Residence Term Sheets* (I)			
14.3	Advancement & Alumni Report* (I)			
14.4	Annual Asset Review and Reconfirmation* (I)			
14.5	S&P 2026-27 Workplan* (M)			
14.6	S&P 2025-26 Workplan & Action Points*(I)			
15	In Camera Session	Chair	10	3:50 p.m.
16	Termination (M)	Chair		4:00 p.m.

Nicola Crow, University Secretary

Committee Report

SESSION:**Public**☒**Non-Public**☐**ACTION REQUESTED:****Decision**☐**Discussion/Direction**☐**Information**☒**TO:****Strategy & Planning Committee (S&P)****DATE:****June 11, 2026****PRESENTED BY:****Lori Livingston, Provost and Vice-President Academic
Sarah Thrush, Associate VP Planning and Strategic Analysis****SUBJECT:****Integrated Planning Annual Evaluation and Report, Institutional
and SMA Metrics Annual Report**

BACKGROUND/CONTEXT & RATIONALE:

The 2023-28 Integrated Academic and Research Plan (IARP) outlined a commitment to continuously evolve our integrated planning processes through annual evaluation and reporting. The annual reports contain two components; a qualitative summary of the years successes and challenges as identified in Faculty and unit integrated plan evaluations, and a quantitative data dashboard that illustrates performance against target for each metric (approved by the Board in 2022). The metrics report card provides the institution with opportunities to reflect on our successes and challenges that impact our collective progress.

In addition to the Institutional Metrics Annual report, the Strategic Mandate Agreement 2025-2029 (SMA4) annual report is included to demonstrate the University's achievement to target on the Ministry of Colleges, Universities, Research Excellence and Security (MCURES) performance metrics. Each year the University validates the data, assesses risks for each of the metrics and adjusts where necessary any of the metric weightings for future years to minimize any potential funding loss. The 2025-26 year marked the initial year, year 1, in the SMA4 reporting cycle and the dashboard is provided to illustrate performance against target, and the financial impact for those metrics where performance exceeded target. SMA4 performance metrics vary from SMA3 performance metrics in two overarching ways:

A. Performance metrics have been reduced from 10 to the 8 below:

- 1) Graduate Employment Rate in a Related Field
- 2) Graduation Rate
- 3) Graduate Employment Earnings
- 4) Experiential Learning
- 5) Community/Local Impact of Student Enrolment
- 6) Institutional Strength/Focus

- 7) Research Revenue Attracted from Private Sources
- 8) Economic Impact (Institution-specific)
- B. Reporting Accountabilities and Attestations have been added and if the university is not compliant in any one of the elements, there is a penalty equivalent to 5% of the University's total operating funding. The Reporting and Accountability and Attestations required are:
 - 1) Reporting:
 - i. Audited Enrolment
 - ii. Graduate Reports
 - iii. University Financial Outlook
 - iv. Research Disclosures
 - v. STEM Funding Metrics
 - 2) Attestation of Key Activities:
 - i. Efficiency Metric
 - ii. Skills and Competencies Assessment
 - iii. Research Security
 - iv. Commercialization Attestation

Attached are the 2024-25 Institutional Metrics dashboard and qualitative summary report, and the SMA4 Metrics Annual report dashboards that illustrate progress towards our 2023-2028 IARP and our year 1 SMA4 report on performance metrics as reported to the MCURES. We are pleased to note that Ontario Tech met or exceeded all of its performance targets in year 1 of SMA4 and satisfied its reporting accountabilities and attestations. This will result in no loss of performance or operating funding, and a modest allocation for those metrics where targets were exceeded.

Also included in this package for record keeping is the finalized SMA3 metrics dashboard for information. The SMA3 report provided in June 2025 contained estimates for additional performance funding as the system allocations were delayed. There are no changes to the actual performance to target, rather a few minor dollar adjustments.

CONSULTATION:

Senior Leadership Team June 1, 2026
Board Strategy & Planning June 11, 2026
Academic Council June 23, 2026
Board of Governors June 26, 2026

NEXT STEPS:

N/A

SUPPORTING REFERENCE MATERIALS:

2025-26 Integrated Planning Report_Final.pdf
Institutional Metrics_2025-26_Full_Final.pdf
SMA4 Dashboard – Year 1 Reporting Final.pdf
SMA3 Dashboard_Year 5_Finalized 2026.pdf

INTEGRATED PLANNING ANNUAL EVALUATION AND REPORT



TECH WITH
A CONSCIENCE



LEARNING
REIMAGINED



CREATING A
STICKY CAMPUS



PARTNERSHIPS

As it reaches its midpoint, the 2023–2028 Integrated Academic Research Plan (IARP) continues to serve as Ontario Tech’s overarching framework for institutional planning, strategic alignment, and accountability. The IARP is supported through narrative reporting in the Annual Evaluation process, which captures accomplishments, challenges, and emerging priorities across Faculties and Administrative Units, as well as quantitative performance monitoring through Institutional Metrics, which tracks progress against key institutional indicators. Together, these reporting mechanisms provide a comprehensive view of institutional progress, emerging opportunities, and areas requiring attention, supporting informed decision-making, strengthening coordination, and reinforcing alignment with the university’s strategic priorities.

Since its implementation, the IARP has been increasingly integrated with institutional planning and reporting cycles. Faculty- and Unit-level Integrated Plans continue to operate as three-year rolling strategies supported by annual assessment and reporting each Spring, providing both long-term direction and flexibility to respond to evolving priorities. By aligning local initiatives and strategies with the IARP’s four priority areas, the process supports an institution-wide view on progress and a coordinated approach to institutional planning.

This past year, Ontario Tech continued to demonstrate strong institutional momentum despite an increasingly competitive and uncertain post-secondary environment. Total enrolment surpassed 14,000 students, while undergraduate applications increased by 5.3% year-over-year, reflecting sustained demand for the university’s innovative, career-focused programs. Ontario Tech was named Canada’s No. 1 Research University of the Year among undergraduate institutions by Research Infosource for the third consecutive year. The university also performed strongly in global benchmarks, including the Shanghai Global Ranking of Academic Subjects and the Times Higher Education World University Rankings, reflecting its growing reputation for research excellence, industry collaboration, and leadership in applying technology to address societal challenges. Internally, the university advanced major digital transformation initiatives, including significant implementation readiness work to support the separation of its Banner enterprise system from Durham College and the transition to a cloud-based ERP platform, as well as the creation of a standalone Microsoft Outlook and Exchange Online environment to strengthen operational autonomy and long-term institutional scalability. New program development continues to support STEM-focused enrolment growth and institutional differentiation through the introduction of innovative academic and professional programs aligned with emerging industry and workforce needs.

For the 2025–2026 academic year, Faculties and Units submitted 26 separate Integrated Plans comprising more than 500 milestones aligned with the four IARP priority areas. Of these, 90% were reported as either “Completed” or “On Track/In Progress”, while 9% were identified as “Behind Target” or “Amended”, primarily reflecting revised timelines or work continuing into the next academic year. Less than 1% of milestones were terminated. In addition to milestone reporting, Faculties and Units identified key accomplishments, challenges, and emerging priorities that will help shape future planning and decision-making.



The 2025–2026 Annual Evaluation submissions highlight significant achievements across all four IARP priority areas, while also identifying operational pressures, external challenges, and emerging opportunities that will continue to influence institutional planning and strategic direction. Key highlights include:

- In October 2025, Ontario Tech launched Canada's first School of Artificial Intelligence (SAI), bringing together interdisciplinary expertise in artificial intelligence, data science, ethics, health, and applied learning. SAI places a strong emphasis on the responsible design and application of artificial intelligence in teaching, including considerations related to privacy, data protection, and algorithmic bias. Through its partnership with the Mindful Artificial Intelligence Research Institute (MAIRI), the SAI will also contribute to the development of AI governance standards and national policy frameworks, further strengthening Ontario and Canada's leadership in responsible AI innovation.
- Throughout the academic year, Ontario Tech continued to strengthen its commitment and leadership in advancing ethical, human-centered approaches to AI research, education, and implementation. In March, the university held its inaugural AI Forum, which brought together more than 200 leaders from academia, industry, and government to explore human-centered AI applications that support economic growth, community wellbeing, and responsible innovation. Ontario Tech also launched a pilot of its in-house AI Learning Agent across 22 undergraduate and graduate courses, creating a real-world environment for testing how AI can enhance learning while maintaining academic integrity and human oversight.
- Through training, consultations, and infrastructure support, the Library continued to build institutional capacity in areas such as information literacy, data literacy, and trustworthy AI use, while reinforcing responsible research practices and academic integrity. By strengthening support for ethical research, responsible data management and stewardship, and digital literacy across teaching and learning environments, the Library further established its role as a key campus partner in advancing ethical innovation and informed academic practice.
- Student Engagement & Equity (SEE) expanded the use of the MentorCity platform across its Peer Mentorship and Ambassador Programs. The full implementation of the platform has improved accessibility and increased student autonomy through self-selection matching and the centralization of training resources. Unit operations are benefiting from improved process efficiency and automation, enhanced mentorship oversight and engagement tracking, and evidence-informed program evaluation.
- The Office of Co-operative Education, Experiential Learning, and Career Development (CEELCD) completed the design of a comprehensive Orbis Experiential Learning module framework, including intake, job search, work term tracking, engagement scoring, automated milestone monitoring, and at-risk student flagging functionality. This work established the foundation for future data-informed co-op operations and reporting.

AI Forum

AT ONTARIO TECH

Exploring AI.
Empowering
Futures.





LEADING IN INNOVATION

A reflection of our commitment to academic excellence, innovation, and meeting the needs of our communities.

ONTARIO TECH REPRESENTED



OF ALL NEW PROGRAMS APPROVED

BY THE MINISTRY OF COLLEGES, UNIVERSITIES, RESEARCH EXCELLENCE AND SECURITY (MCURES)



IN 2025-26
Q1 & Q2



- Undergraduate co-op programs were successfully launched within the Frazer Faculty of Education and the Faculty of Social Science and Humanities, significantly expanding access to work-integrated learning opportunities across additional academic disciplines. The Office of Co-operative Education, Experiential Learning, and Career Development (CEELCD) also redesigned and standardized co-op preparation curriculum across all faculties using a modular framework that balanced institutional consistency with faculty-specific customization.
- CEELCD integrated the InStage platform to support enhanced student job search capabilities and activities. During the evaluation period, more than 380 students engaged with the platform, completing over 1,500 InStage sessions. The platform also strengthened search tracking and provided improved insights into student engagement and support needs.
- The School of Graduate and Postdoctoral Studies (SGPS) continued to advance graduate-level experiential learning initiatives, including the development of an initial draft graduate experiential learning policy and the creation of Ontario Tech's first structured master's co-op framework within the Faculty of Engineering and Applied Science.
- The Athletics Department launched the Ridgeback Level UP program to support student-athletes as they explore post-undergraduate pathways. Developed in partnership with CEELCD and SGPS, the program integrates career preparation into the student-athlete experience. All Ridgebacks classified by the university as being in their third year of study are offered access to one-on-one career guidance, employment advising, and support related to post-graduate studies.
- Building on its undergraduate specialization, the Faculty of Engineering launched a new Graduate Diploma in Railway Engineering. The program is designed to equip engineering professionals from a broad range of disciplines with the specialized knowledge and core competencies required to meet evolving industry needs in the railway sector.
- The Faculties of Business and Information Technology (FBIT) and Social Science and Humanities (FSSH) launched a new inter-faculty specialization in Video Games, Creative Industries and Society. Offered through the Game Development and Interactive Media and Communication and Digital Media Studies programs, the specialization integrates communication, design, entrepreneurship, art, and creativity within the context of digital media and gaming industries. The two Faculties have also collaborated on the development and launch of a specialization in Economics, which leverages cross-disciplinary expertise. Offered through the Bachelor of Arts in Political Science and the Bachelor of Commerce, the specialization is designed to provide students with a comprehensive interdisciplinary education in economic theory and applied economic analysis.
- The Faculty of Science launched several new specializations within its undergraduate programs, including Computer Science specializations in Software Development and Artificial Intelligence, and a Physics specialization in Computational Physics.

- Continuous Learning launched the Nuclear Career Accelerator (NCA), a rapid upskilling program designed to help mid-career engineers and technical professionals transition into Canada's growing nuclear sector. Supported through the Upskills Canada Palette grant and delivered in collaboration with the Office of Co-operative Education, Experiential Learning and Career Development (CEELCD), the program combined industry-informed micro-credentials, technical training, career coaching, employer networking, and job placement supports. More than 1,000 learners applied to the program, with 270 participants admitted during the grant-funded phase. The initiative achieved strong completion and learner satisfaction rates while helping address critical workforce needs in the nuclear industry. Building on its success, the program has been prepared for ongoing delivery beyond the initial grant-funded model, strengthening Ontario Tech's role in workforce development and lifelong learning.
- The Faculty of Social Science and Humanities (FSSH) launched a new specialization in AI for Professional Communicators, focused on the ethical use of Artificial Intelligence (AI) and Large Language Models (LLMs) in creative and professional communication fields. Students will develop skills in using evolving technologies to support the production of creative media projects while also learning to critically assess contexts, media forms, social values, and audience considerations to ensure responsible ethical practices.
- Several innovative programs are currently progressing through internal governance processes. These include the Bachelor of Business Analytics and Artificial Intelligence (BBAI), the Bachelor of Engineering in Artificial Intelligence Engineering, the Bachelor of Engineering in Civil Engineering, the Bachelor of Arts in Health Studies, a new Medical Laboratory Science field of study within the Master of Health Science, and a Master of Science in Neuroscience.
- Notices of Intent (NOIs) are currently in development or under review for the following new programs.
 - Graduate Diploma in Radioisotope Technology for Health Applications
 - Master in Game Development
 - Master in Business Innovation and Leadership, DBA
 - Graduate Diplomas in Age-Friendly and Dementia-Friendly Environments



NUCLEAR CAREER ACCELERATOR (NCA)

Fast-tracking careers
in Canada's
nuclear sector.



1,000+
APPLICATIONS



270
LEARNERS
ACCEPTED



12 WEEKS
CAREER SUPPORT

THE ACCELERATOR ADVANTAGE



Specialized training
for technical
professionals and
engineers.



One-on-one career
and networking
support.



Industry-aligned
curriculum.



Applied learning
guided by experts.



OSAP-eligible
micro-credentials.



**BUILDING CAREERS.
POWERING TOMORROW.**
Train. Connect. Succeed.

INNOVATING TODAY.
TRANSFORMING TOMORROW.



Ontario Tech University and Durham College
Campus Master Plan announcement



Ground-breaking at *The Ridge*



The first phase new student residence,
The Ridge (architectural rendering)



Campus High Performance Complex
(architectural rendering)



CREATING A STICKY CAMPUS

- The 2025–2026 academic year marked an important step forward in Ontario Tech’s evolution as a vibrant campus community and regional hub for learning, engagement, and connection. In early 2026, Ontario Tech and Durham College launched a refreshed joint Campus Master Plan to guide the long-term growth and transformation of their shared campus environment. The plan outlines a future-focused vision centered on academic growth, sustainability, accessibility, student experience, and community connection. Key priorities include new academic and multi-purpose buildings, expanded athletic and wellness facilities, enhanced wayfinding and walkability, transit-oriented planning, and the creation of a welcoming campus gateway and dynamic community hub that strengthens both campus life and regional engagement.
- In February 2026, the University broke ground on “The Ridge,” a new on-campus residence development that will open in phases beginning in Fall 2027. The project will initially add 450 student beds, with long-term capacity for approximately 2,000 students, helping address student housing demand while strengthening campus life, student engagement, and institutional growth.
- Athletics and recreation infrastructure continued to advance through planning for the Campus High Performance Complex, an expansion of the existing Campus Ice Centre. With a targeted opening in 2028, the complex is envisioned as more than an athletics facility. It will serve as a community-inclusive hub that supports student development, as well as overall campus wellbeing, belonging, and engagement. The facility will bring together students, employees, alumni, and community members through spaces designed for recreation, health and wellness, experiential learning, and community gathering. The project will strengthen campus vibrancy and enhance the student and employee experience, while supporting community partnerships, regional economic activity, and Ontario Tech’s long-term institutional competitiveness.
- Ancillary Services finalized a new strategic direction for Campus Parking Services, with Ontario Tech assuming responsibility for daily operations across the shared north campus, the downtown campus, and Durham College’s North Whitby location. The transition to an in-house operating model strengthens service integration, operational oversight, and long-term sustainability, while supporting a more coordinated and accessible campus experience for students, employees, and visitors. The initiative also lays the foundation for a comprehensive transportation strategy aligned with future campus growth, mobility, and community engagement objectives.
- The Office of Campus Infrastructure and Sustainability (OCIS) led the renewal of Hunter’s Kitchen and atrium furnishings, transforming high-traffic campus spaces into more modern, accessible, and flexible environments. The upgrades enhance usability and collaboration, contributing to a more welcoming and vibrant campus experience. The refreshed spaces also provide greater flexibility and functionality for meetings, events, and broader community activities.



PARTNERSHIPS

- Ontario Tech's Institute for Cybersecurity and Resilient Systems (ICRS) received a major philanthropic gift to advance cybersecurity research and education. The donation, from a longtime Ontario Tech supporter and resident of Durham Region, will support new initiatives focused on strategic cybersecurity for business, helping organizations address emerging cybersecurity challenges through technological innovation while also considering legal, ethical, and social frameworks. The investment will also expand opportunities for student scholarships, applied research experiences, small business training, and community-focused cybersecurity education, further strengthening Ontario Tech's leadership in cybersecurity innovation and resilience.
- Internal collaborations between the Office of the Registrar, the School of Graduate and Postdoctoral Studies (SGPS), and the Office of the Deputy Provost expanded the integration of international and graduate student orientations with broader campus transition programming, strengthening student connection and engagement opportunities.
- Indigenous Education and Cultural Services (IECS) strengthened Ontario Tech's national Indigenous engagement through participation in the National Indigenous University Senior Leaders Association (NIUSLA), supporting Indigenous-centred leadership and policy collaboration across Canadian universities.
- The Faculty of Engineering and Applied Science and the Office of Co-operative Education, Experiential Learning, and Career Development (CEELCD) launched the HERizon co-op program in partnership with industry, government, and community partners to support women-identifying engineering students in accessing professional co-op pathways and industry networks.
- The Brilliant Energy Institute established and operationalized its Advisory Board, bringing together senior leaders from industry, academia, government, Indigenous leadership, and strategic sectors including nuclear, hydrogen, AI, and climate innovation. The Board provides high-level strategic guidance to strengthen relevance, partnerships, and long-term impact.
- In partnership with the Office of the Registrar, Communications and Marketing implemented a new integrated external marketing and recruitment campaign aimed at strengthening coordination of paid, owned, and earned media across GTA, Durham, and provincial markets. The initiative improves consistency in messaging and alignment with institutional priorities, enhancing brand visibility and supporting a more strategic and effective recruitment approach.
- A transformational \$1 million gift from the Sienna for Seniors Foundation established the Sienna Senior Living Research Centre for Healthy Aging and Happiness at Ontario Tech. The centre will advance applied, human-centered research focused on improving the well-being and quality of life of older adults and those who support them. Its work will emphasize healthy aging innovation, caregiver and workforce education, and the development of evidence-based tools and policies to help shape the future of senior care.

ONE DAY. ONE COMMUNITY. A BIG IMPACT.

Ontario Tech made university history by holding this year's **Chancellor's Challenge** and **Homecoming** on the same day, combining Ridgeback community spirit, campus activities and milestone fundraising.



700+

alumni, students, faculty, staff, friends and sponsors



RAN, WALKED AND ROLLED

together at Polonsky Commons



\$211,000+

raised in support of student success



One day.
One community.
**Stronger together.
Ridgebacks for life.**



CHALLENGES

Throughout the 2025–2026 academic year, academic and administrative units across the University navigated an increasingly complex institutional and post-secondary environment that influenced the pace, scope, and sequencing of strategic initiatives. While many areas continued to demonstrate strong adaptability, innovation, and commitment to institutional priorities, the reporting cycle highlighted the growing importance of balancing strategic priorities with institutional capacity, resource sustainability, and institutional readiness for change.

A recurring theme across the university was the challenge of advancing strategic transformations while maintaining day-to-day operations. As Ontario Tech continues to differentiate and grow in scale, many units are managing expanding portfolios, increasing service demands, new programs and services, and evolving reporting and assessment requirements. At the same time, significant efforts are underway to modernize systems, processes, and service delivery models. This dual focus on operational delivery and institutional transformation has created pressures on implementation timelines, long-term planning, and operational agility. Student Engagement & Equity (SEE) provides a strong example of the operational and strategic demands facing many units, balancing high-volume annual programming while simultaneously advancing modernization initiatives related to mentorship systems, leadership development, assessment frameworks, and institutional belonging programming. To support this work, SEE adopted phased implementation approaches, prioritized high-impact initiatives, leveraged technology and automation where possible, and focused on building sustainable systems and scalable processes to support long-term operational efficiency and future growth.

The increasing complexity of institution-wide initiatives also highlighted challenges related to governance, coordination, and implementation. Many initiatives require extensive collaboration across multiple academic and administrative units, which strengthens institutional alignment and relationships but also increases consultation and reporting requirements, shared approvals, and project dependencies. These factors often slow implementation timelines and reduce overall institutional agility. The development and launch of new academic programs illustrate both the opportunities and pressures associated with interconnected planning processes. Accelerated approval timelines require significant coordination among Faculties, the Office of the Registrar, the Planning Office, and other support units to ensure timely recruitment, admissions, communications, and market positioning. While the university's collaborative culture remains a significant strength in managing these challenges, the reporting cycle reinforced the value of clear accountability structures, streamlined decision-making processes, and strong institutional coordination.

Technological modernization and infrastructure readiness emerged as another significant area of challenge. Several initiatives experienced delays due to system limitations, competing digital priorities, integration requirements, or reliance on manual processes while broader institutional modernization efforts were underway. The experience of Ancillary Services' planned UCard expansion demonstrated many of these complexities. Despite extensive development, testing, and cross-institutional collaboration over approximately 18 months, the addition of a declining-balance functionality was ultimately not implemented due to limitations in platform readiness and the operational complexity of Ontario Tech's shared-service environment with Durham College. While the decision to discontinue the project reflected the unit's commitment to operational stability, user experience, and responsible resource management, it also reinforced the importance of technology readiness assessments, phased implementation approaches, and coordinated planning. More broadly, the reporting cycle highlighted the need for continued investment in enterprise systems, digital infrastructure, and change management to ensure employees have access to reliable, scalable, and fit-for-purpose tools that support both operational effectiveness and long-term strategic objectives.

External pressures also continued to shape institutional planning and operations. Demographic shifts, government policy changes, evolving international student regulations, and increasing market competition within the post-secondary sector influenced enrolment patterns and recruitment strategies. Additionally, economic uncertainty, funding ambiguity, and broader socio-political dynamics placed increasing pressure on institutional budgets, operational planning, and investment priorities. In response, Faculties and Units demonstrated adaptability through diversification strategies, digital innovation, partnership development, revised recruitment approaches, and operational restructuring. The evolving external environment continues to require greater institutional responsiveness, stronger market differentiation, and increasingly agile planning approaches.



NEXT STEPS IN THE INTEGRATED PLANNING PROCESS

The 2025–2026 academic year reflected a university continuing to navigate significant growth, operational complexity, and institutional transformation within an increasingly competitive and evolving post-secondary environment. The IARP reporting cycle reinforced the importance of aligning strategic priorities with institutional capacity, coordinated planning, and realistic timelines while Ontario Tech continues to expand its programs, partnerships, and campus service initiatives.

Looking ahead, the Integrated Planning process will remain essential in aligning enrolment and growth strategies, budget development, complement and capital planning, infrastructure requirements, and modernization initiatives to effectively support the university's strategic objectives. Focus should be placed on strengthening coordination across academic and administrative units, clarifying strategic direction, and streamlining planning and implementation processes to enhance organizational effectiveness. Continued investment in and integration of scalable systems, digital infrastructure, and service modernization will be critical to enabling sustainable growth and ensuring employees have access to the tools, technology, and support needed to effectively deliver on both operational responsibilities and longer-term strategic objectives.

Despite increasing complexity and external pressures, Faculties and Units continued to demonstrate strong adaptability, innovation, and commitment to institutional priorities throughout the reporting cycle. As Ontario Tech enters the second half of the IARP cycle, maintaining this collaborative, coordinated, and student-centered approach will be critical in supporting long-term sustainability, institutional agility, differentiation, and continued success.





2025-2026 Report on Institutional Metrics

June 2026

Ontario Tech University Metrics

Integrated Academic-Research Plan – Strategic Priorities

Tech with a conscience:

Innovating to improve lives and the planet by incorporating technology-enhanced learning strategies, and promoting the ethical development and use of technology for good through intensive research and inquiry.



Learning re-imagined:

Co-creating knowledge by adapting to the ever-changing educational landscape through the provision of flexible and dynamic learning and research opportunities.



Creating a sticky campus:

Cultivating student- and community-centric engagement opportunities by encouraging an inclusive culture for our institution through online and on-campus activities.



Partnerships:

Uncovering innovative solutions for their most pressing problems through purposeful research and collaboration with industry, community, government and academic partners especially as it relates to all facets of global sustainability and well-being.



Ontario Tech University Metrics

		IARP Priority Alignment			
		Tech with a Conscience	Learning Re-Imagined	Sticky Campus	Partnerships
					
Comprehensive Access Institution					
Student mix (Actual and Proportion)	●		●	●	●
Intake Enrolment Targets to Actuals	●		●	●	
Demographics of our community	●	●		●	
Transfer students from universities and colleges	●		●		
Student retention rates	●			●	
Student participation in Transition activities	●		●	●	
LEAP participation	●		●	●	
Employee Retention (Academic and Non-Academic)	●			●	
Transformational Education & Research Excellence					
Student Participation in Work Integrated Learning Opportunities	●		●		●
Partnerships supporting Work Integrated Learning	●		●		●
Students graduating with courses on Ethics or Impact	●	●	●		
Courses taught by FT faculty	●			●	
Student: Faculty ratios	●		●	●	
NSSE results: overall student satisfaction	●		●	●	
NASM/FTE ratio in instructional categories	●		●	●	
Flexible course formats offered (online or hybrid)	●		●		
Research Chairs & Institutes	●	●			●
Research Sponsorship	●				●
Alumni Engagement	●			●	●
Economic Stewardship					
Net Income/Loss Ratio	●	Legend: ● - On Track/Meeting Target ● - Progressing towards target ● - Behind/Below target ● - Aligned with Strategic Priority			
Viability Ratio	●				
Primary Reserve Ratio	●				
Net Operating Revenues Ratio	●				
Credit Rating	●				

Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: **Student Mix - Overall**

Definition: Number and proportion of official student enrolment as reported by Ontario Tech University to the Ministry of Colleges and Universities. Overall Enrolment numbers include GR, PR and UG.

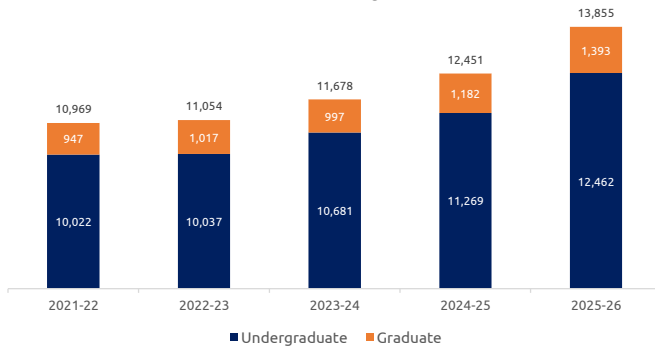
Data Source: University Statistical and Enrolment Report (USER) (Fall Report)

Target: Proportion of Graduate Students: between 8-10%
Proportion of International Students: 11-15%

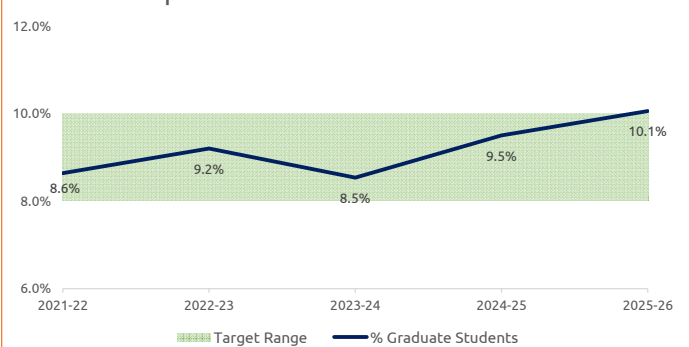
Proportion of Female Students: 50%
Proportion of Part-Time Students: 7-10%



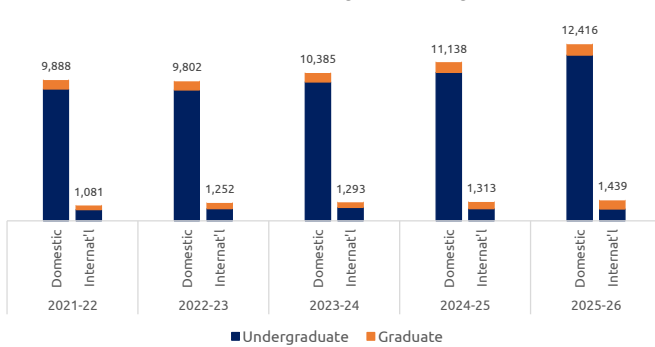
Student Mix by Level



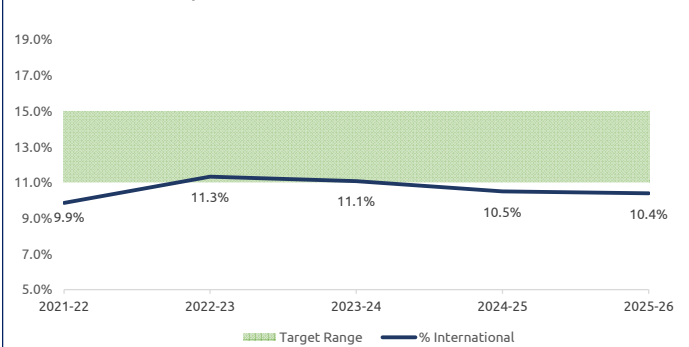
Proportion of Graduate Students



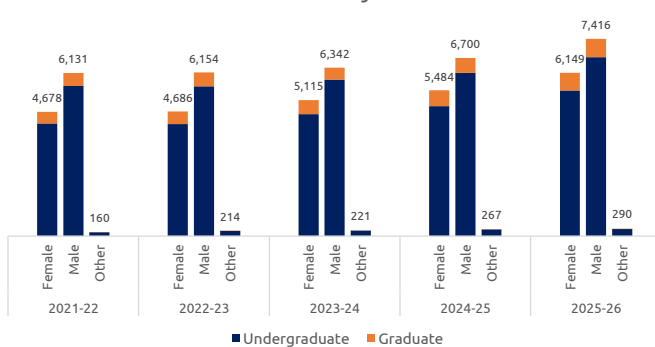
Student Mix by Residency



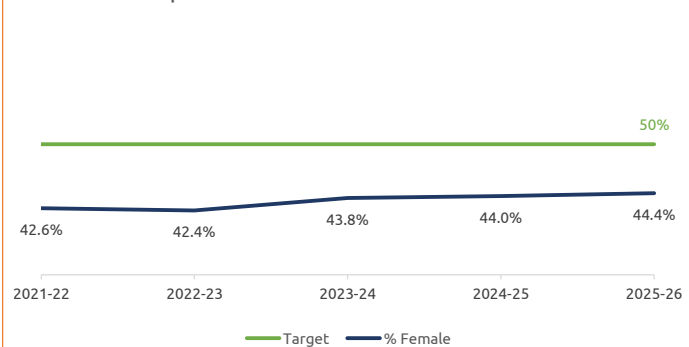
Proportion of International - Overall



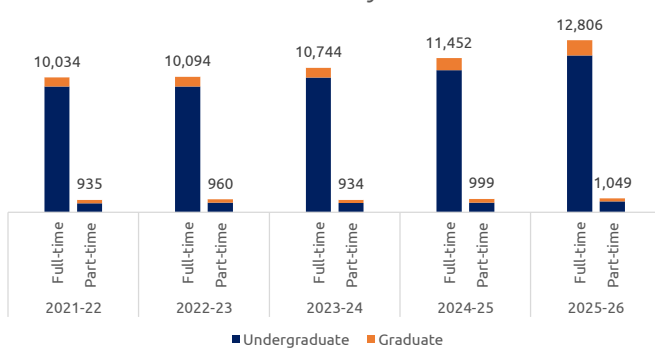
Student Mix by Gender



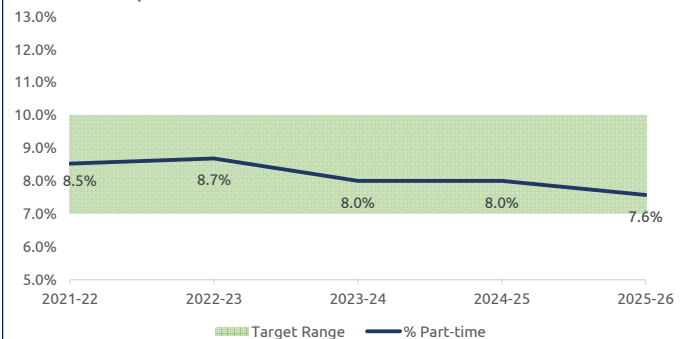
Proportion of Female Students - Overall



Student Mix by Status



Proportion of Part-time Students - Overall



Ontario Tech University Metrics

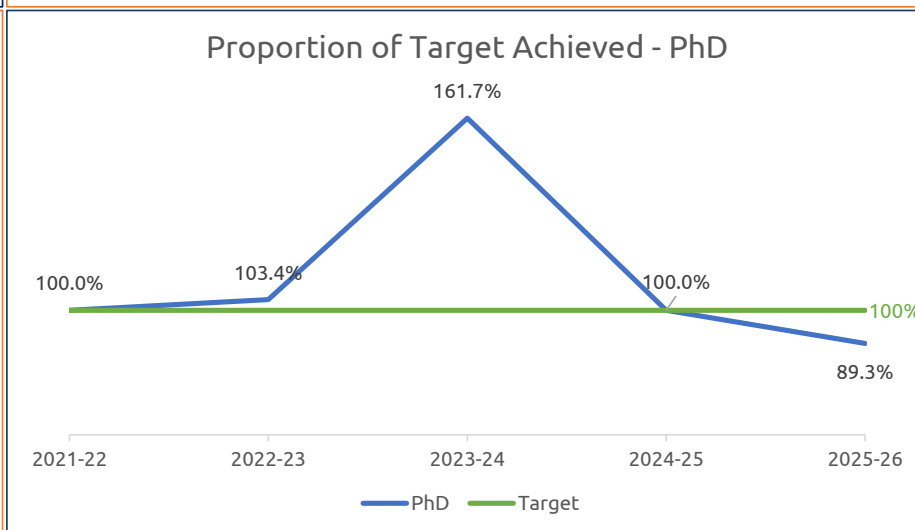
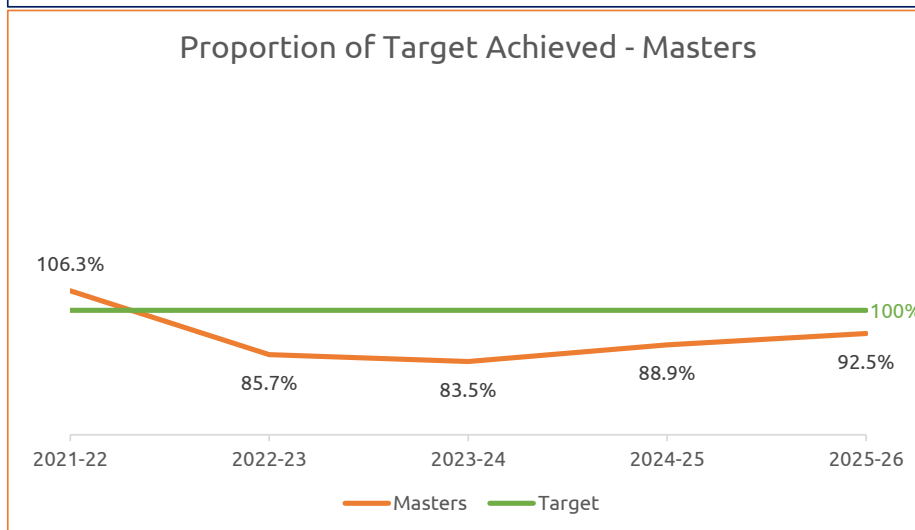
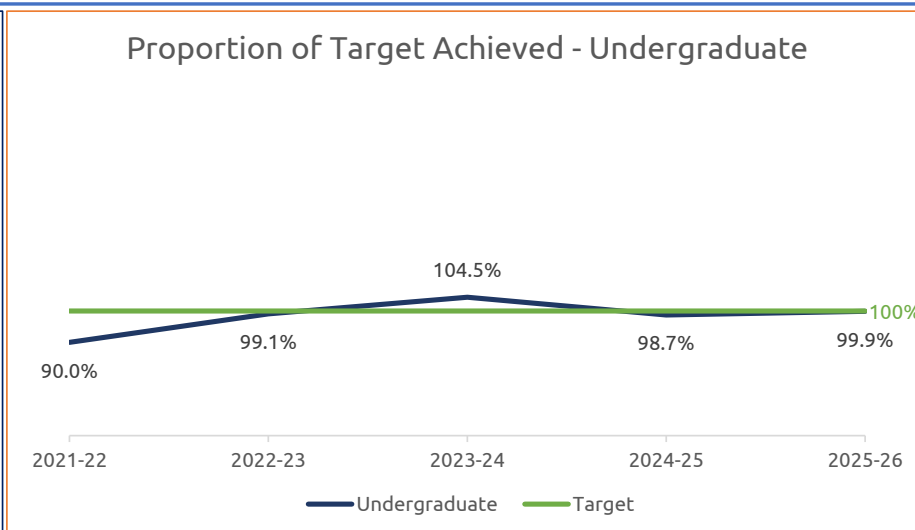
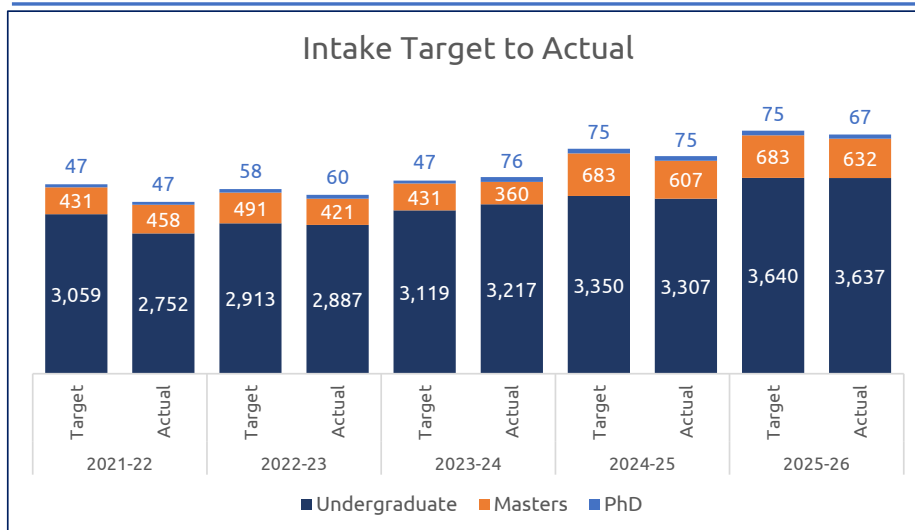
[Return to Metrics Listing](#)

Metric: **Intake Enrolment Targets to Actual**

Definition: Comparison of the established Day 10 Intake Enrolment Targets with the Day 10 Actual Enrolment, presenting the proportion of target achieved for Undergraduate, Masters, and PhD enrolment.

Data Source: Enrolment Targets, and Day 10 Enrolment Reports (UG: Fall, GR: Annual).

Target: 100% of Enrolment Targets Achieved



Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: **Demographics of our Community**

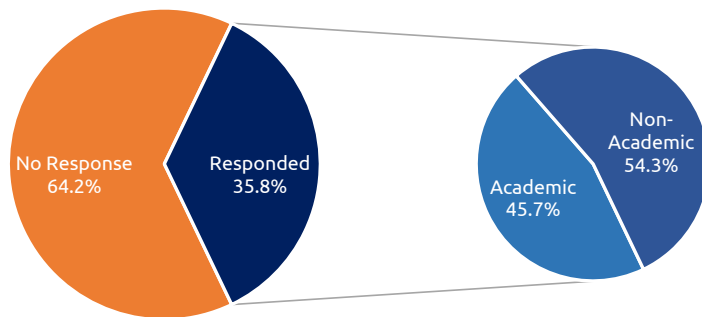
Definition: Response rates to internal EDI Self-ID Survey, from active Graduate and Undergraduate Students (as of Official Fall Count Date, November 1), and active Full-time Continuing and Limited-Term academic and non-academic employees (as of Official Count Date, October 1) .

Data Source: EDI Self-ID Survey Data (internal)

Target: 30% or higher response rate per campus population (reporting threshold)



Full-time Continuing Employee
EDI Self-ID Survey Response Rate



Report shows response rates to EDI Self-ID Survey from active Full-time Continuing academic and non-academic employees. The data presented covers all currently available data. However, it only includes responses from employees who were active on the 2025-2026 official count date (October 1, 2025).

Response rates for students and limited term employees (academic and non-academic) continue to not meet the target threshold of 30% required to reporting. Currently, 5.56% of limited term employees have submitted survey responses. On-going communication efforts saw a small increase in survey participation amongst the student population, bringing the overall student response rate to 4.32%.

The EDI working group continues to explore options to encourage greater survey participation across the campus community.

Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: **Transfer students from college and university**

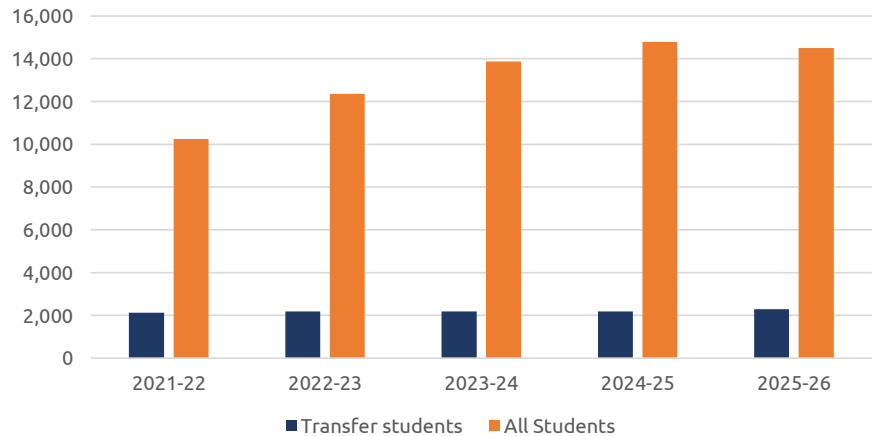
Definition: Number and proportion of UG transfer student applicants (from either another university or college) to overall new UG applicants.
Number and proportion of UG transfer student registrants (from either another university or college) to overall UG registrants.

Data Source: Day 10 Applicant Tracking Report and Official Fall USER report

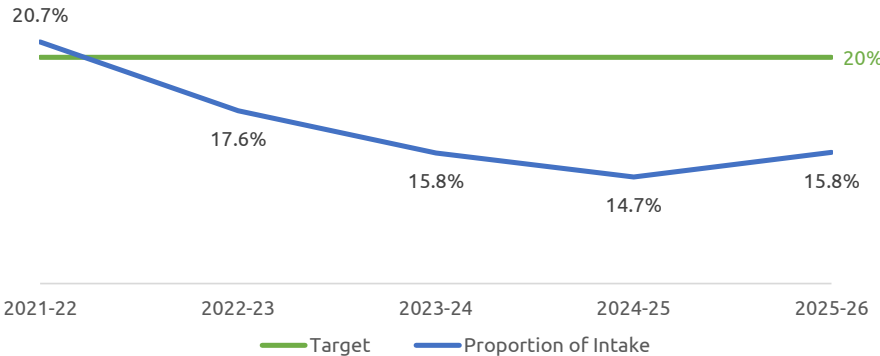
Target: Maintain 20% of applications and 30% of registrations



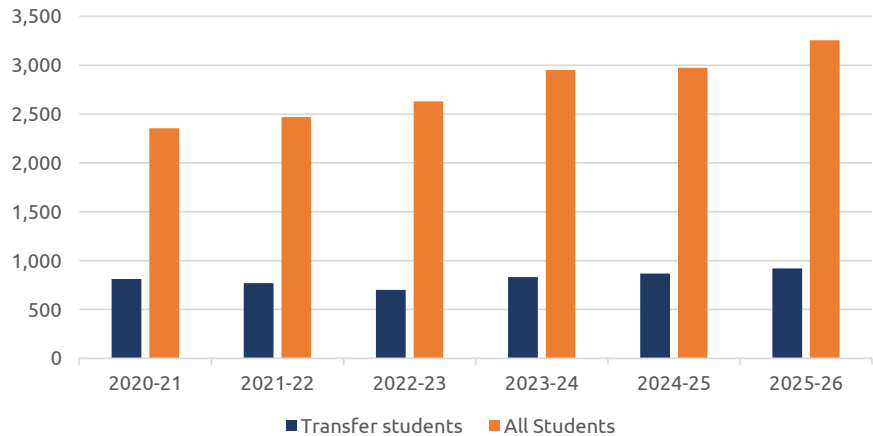
Student Applications



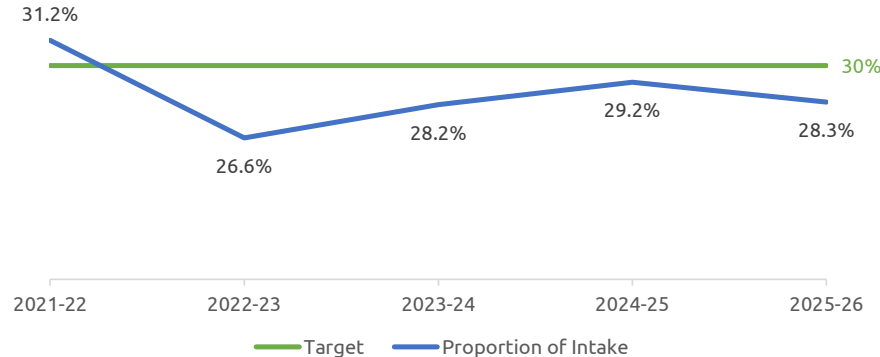
Proportion of Student Applications



Student Registrations



Proportion of Registrants



Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: **Student Retention Rates**

Definition: Percentage of students who study in a given Fall term and have continued to study at the same institution in the next Fall term.

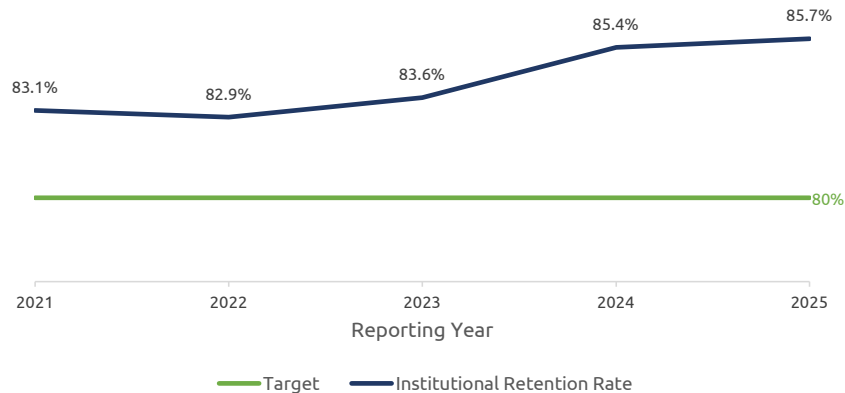
- CSRDE Year 1 to Year 2 Retention rates are based on first-time, full-time undergraduate students who commenced studies in the previous year and have continued to study at the same institution in the reporting year.
- All Year 1 to Year 2 Retention rates are based on all incoming Year 1 students who commenced studies in the previous year and have continued to study in the same institution in the reporting year.
- Applicable methodology applied to Year 2 to Year 3 Retention rates.

Data Source: Official Fall USER Reports

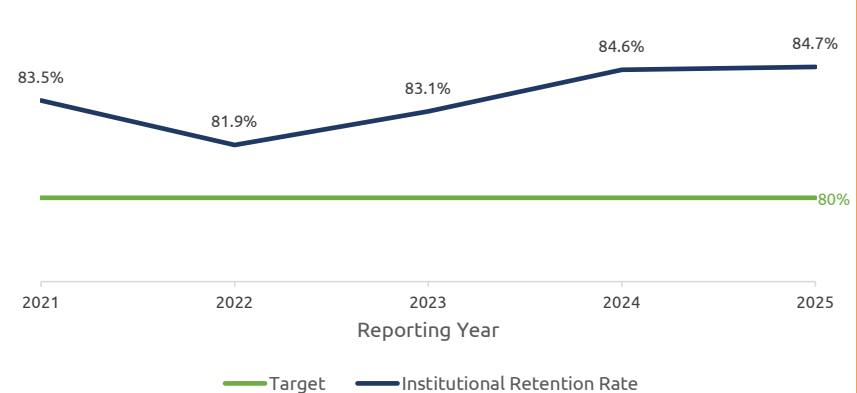
Target: CSRDE Year 1 to Year 2 Retention Rate: 80% or above
CSRDE Year 2 to Year 3 Retention Rate: 95%



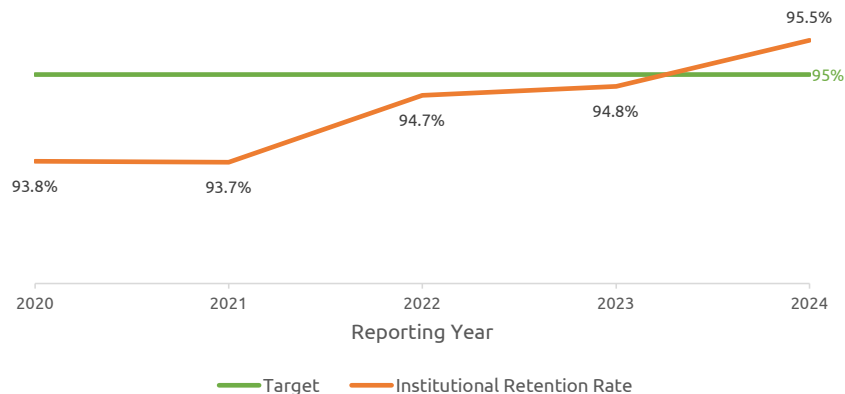
CSRDE Yr1-Yr2 Retention Rate



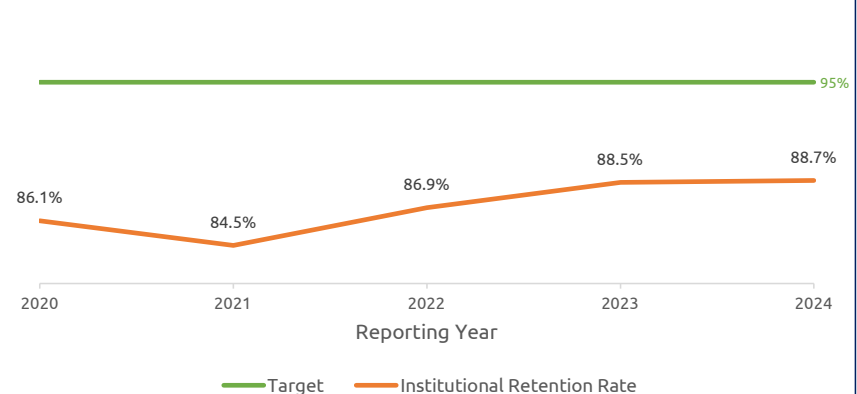
Yr1 to Yr 2 Retention Rate, All Students



CSRDE Yr2-Yr3 Retention



Yr2 to Yr3 Retention Rate, All Students



Ontario Tech University Metrics

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Metric: Participation in New Student Transition Events

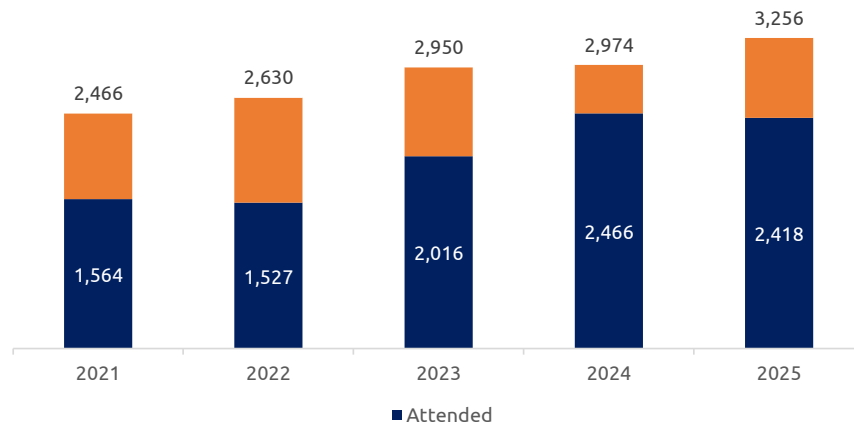
Definition: Distinct count and proportion of incoming UG students who attended one or more Transition Events (include Ridgeback Orientation, Get Ready Workshops, & Ridgeback Ramp Up)

Data Source: Students Life event attendance tracking reports, and overall new UG student counts (Fall USER)

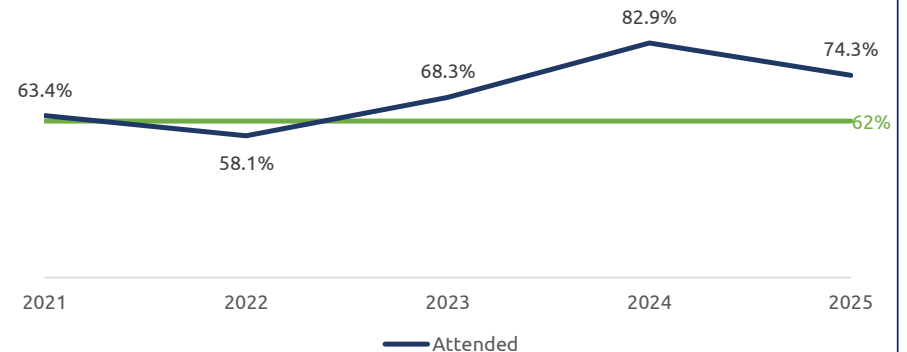
Target: Proportion of Incoming Students (cohort) attending one or more Transition Events: 62% or above



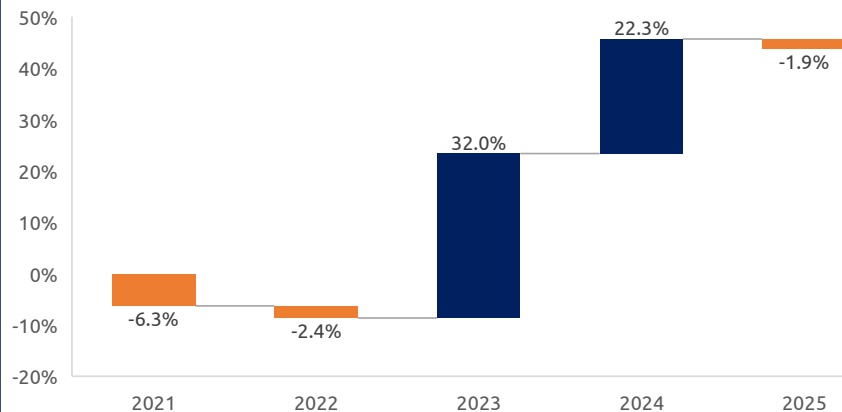
Transition Event Participation by Cohort



Proportion of Incoming Students Attending Transition Events



% Change Year over Year (since 2020)



Ridgeback Ramp Up is a series of online modules and live workshops that provide new students with a head start (both academically and an orientation to services and supports) in their university career. The program is offered throughout July and August to help students prepare for classes in September.

Ridgeback Orientation is the university's largest transition program specifically geared toward incoming students. Orientation events take place before classes start in both the fall and winter terms, and serves as an opportunity for students to connect with other new students, get familiar with their academic program, and get to know their way around campus. Scheduled activities provide fun and exciting opportunities for all incoming students to learn about the university's vibrant campus culture.

Get Ready Workshops are quick reviews sessions offered in the first six week of the Fall semester and are designed to help students succeed in fundamental first-year course work. Students have the opportunity to ask questions and review foundational concepts, as well as review the academic expectations they need to thrive in their first year of study.

Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: **LEAP participation**

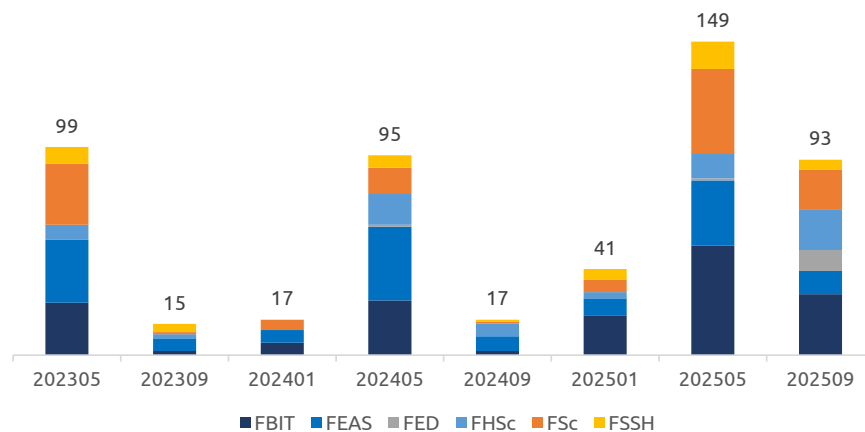
Definition: Post-program continuation of students who participated in and completed the LEAP program (count and proportion) term over term (one and two terms after program participation).

Data Source: LEAP course registration/grades and Annual USER data

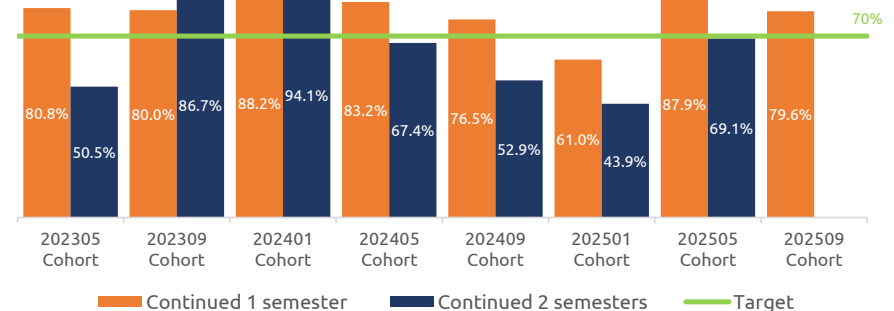
Target: Proportion of participating cohort continuing post-program: 70%



of Students Participating in LEAP



Proportion of All LEAP Participants Continuing 1 & 2 Semesters post-program



The Learner Engagement Academic Program (LEAP) aims to provide students with the tools needed to support a successful transition into the university community and beyond. While all Ontario Tech students can benefit from taking LEAP 1001U, the program is specifically recommended for first-year students and/or students on academic probation. In certain circumstances, LEAP 1001U may be required for academic continuation, including for students facing academic suspension who wish to reduce the length of their suspension to a single term, as well as for students whose academic appeal conditions include successful completion of the program.

LEAP 1001U is a highly interactive, in-person course offered during the regular 12-week semester. Combining the innovative principles of *Designing Your Life by Burnett and Evans* (2016) with Covey's *The 7 Habits of Highly Effective People* (2019), the course has been specifically designed to help students develop a variety of academic and life-management skills. Students who successfully complete LEAP 1001U will be able to apply design-thinking processes, create frameworks for personal, career, and academic development, and develop a series of personally relevant tools that can be used to overcome barriers.

Note: As of Spring 2025, LEAP 1001U has been offered as a for-credit course.

Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: Student Participation in Working Integrated Learning (WIL) opportunities.

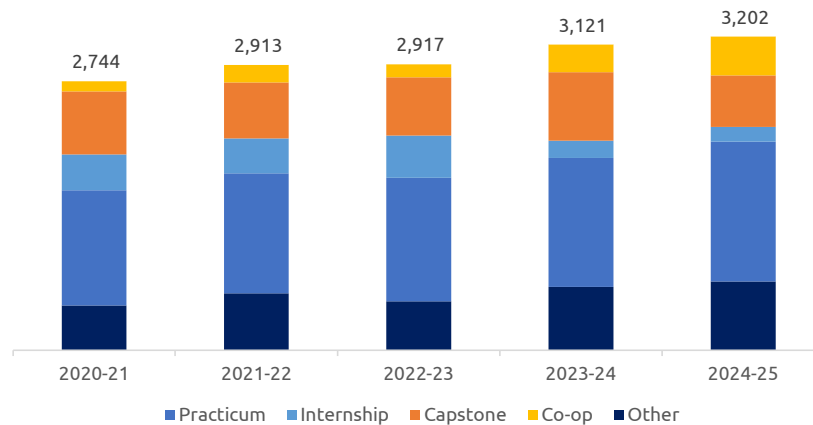
Definition: Distinct Count and Proportion of undergraduate students enrolled in one or more WIL opportunity including, but not limited to, the traditional experiences of Co-operative Education, Internships, Practicums, and Capstone Projects, reported for the Ministry Reporting year.

Data Source: Experiential Learning Database housed in the Office of Institutional Research and Analysis (OIRA).

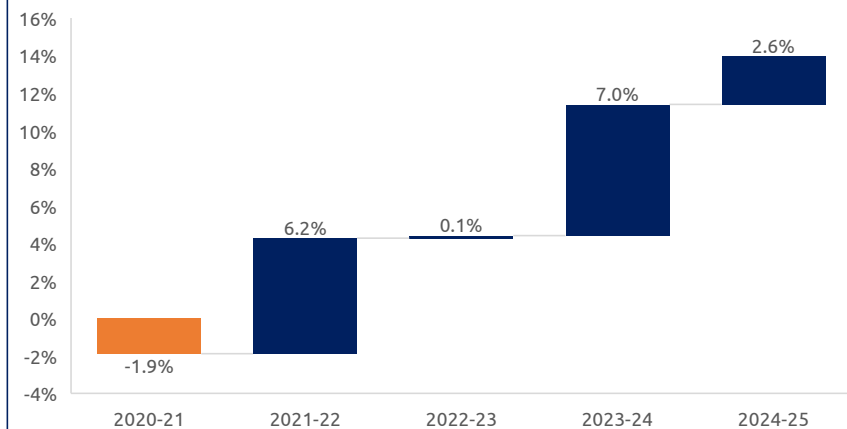
Target: Proportion of Undergraduate Students participating in at least one WIL opportunity: 25% or higher
Proportion of all WIL opportunities classified as a "Traditional WIL experience" (Co-op, Internship, Practicum, and Capstone): 80%



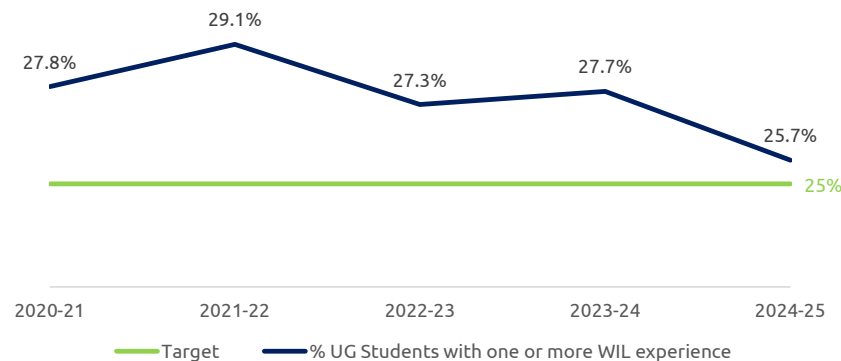
of Students in WIL Opportunities



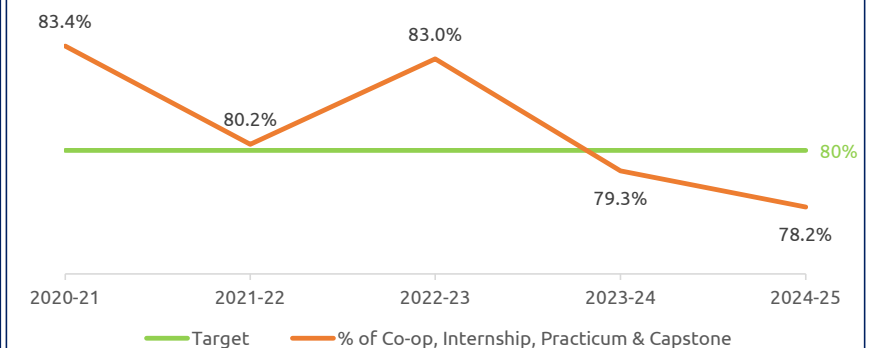
% Change Year over Year
(since 2019-20)



Proportion of UG students with a WIL Experience



Proportion of WIL Opportunities classified as "Traditional"



Ontario Tech University Metrics

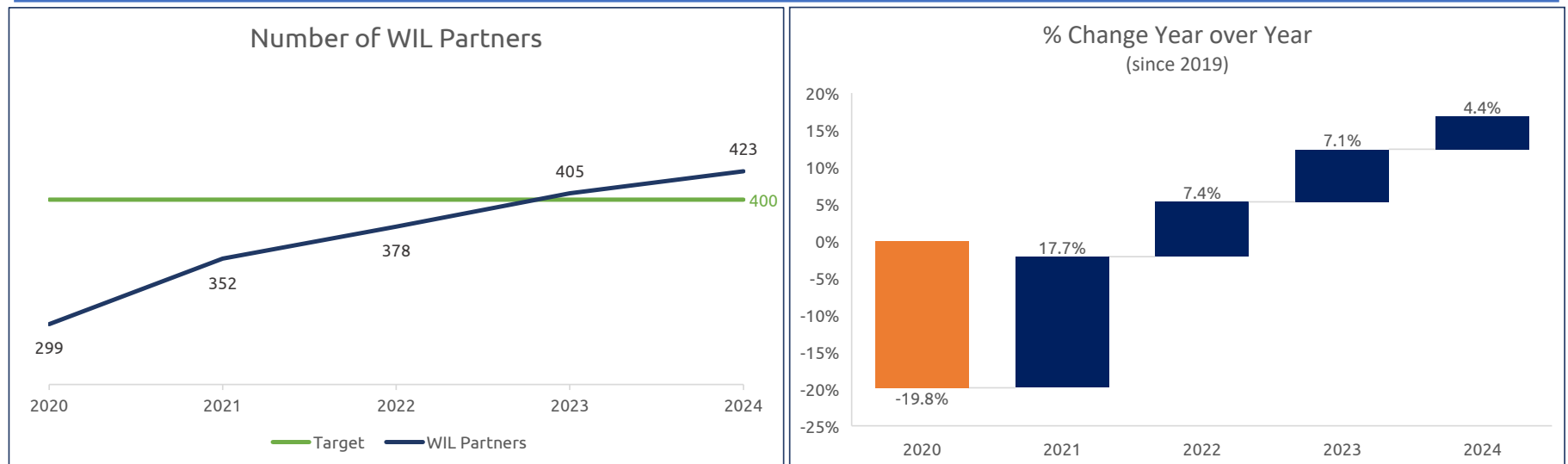
[Return to Metrics Listing](#)

Metric: **Partnerships in support Work Integrated Learning**

Definition: Distinct Count of partners supporting Work Integrated Learning included, but not limited to, Co-operative Education, Practicums, Internships, and Capstone projects. Note: Partner may have more than one project supporting WIL opportunities recorded for the Ministry Reporting year.

Data Source: Experiential Learning Database housed in the Office of Institutional Research and Analysis (OIRA).

Target: Number of Partners supporting WIL: 400



Ontario Tech University Metrics

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Metric: **Students graduating with a course on Ethics or Impact**

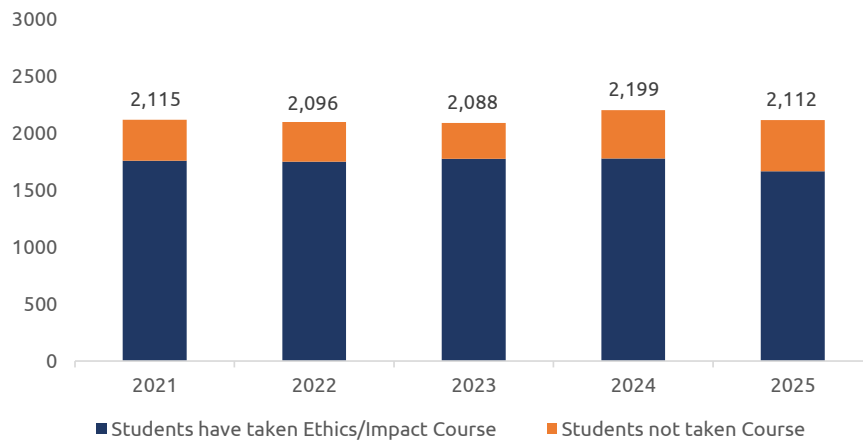
Definition: Count and proportion of students, at time of graduation, who have taken in a course that has an ethical or impact component listed (indicated in course title within the Academic Calendar).

Data Source: Annual (Calendar Year) Graduation Census report, Student Registration Data Report

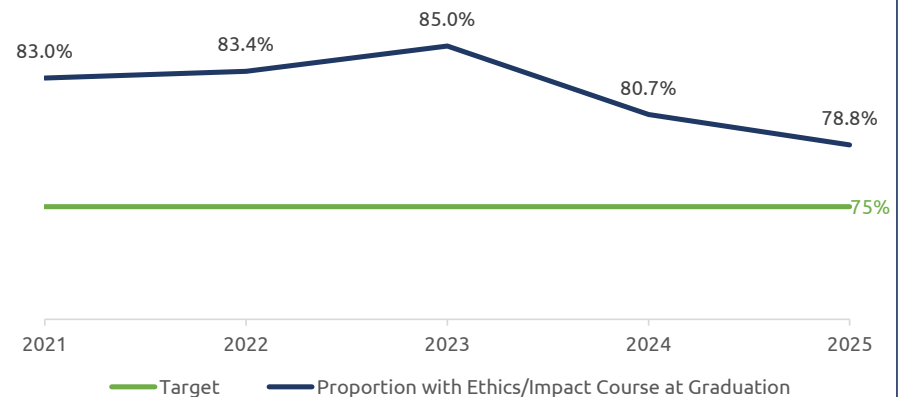
Target: Proportion of Undergraduate students graduating with at least one course with an Ethics or Impact component: 75%
Proportion of Graduate students graduating with at least one course with an Ethics or Impact component: 10%



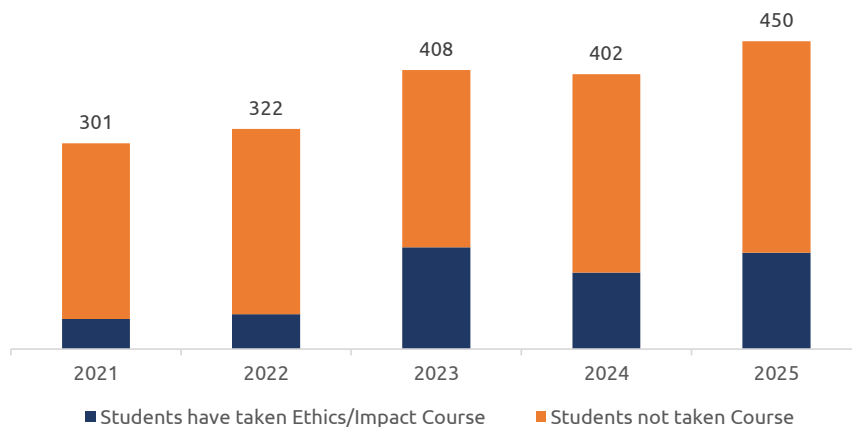
UG Students Graduate with Ethics/Impact Course



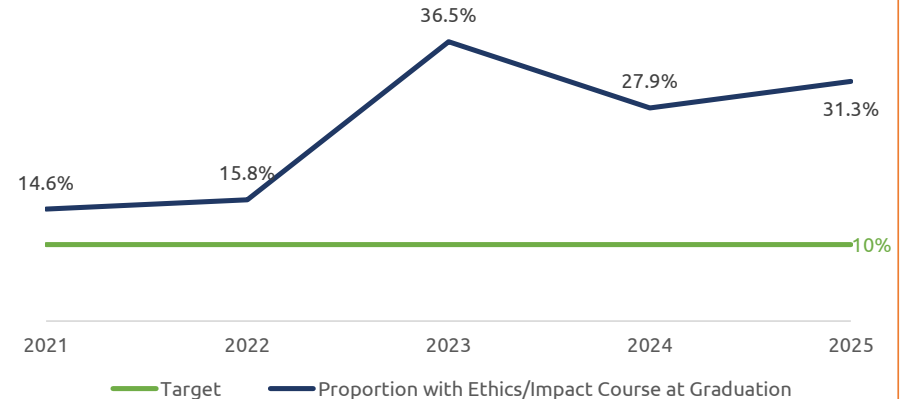
Proportion of Graduated UG Students with Ethics/Impact Courses



GR Student Graduates with Ethics/Impact Course



Proportion of Graduated GR Students with Ethics/Impact Courses



Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: **Courses taught by Full-time faculty**

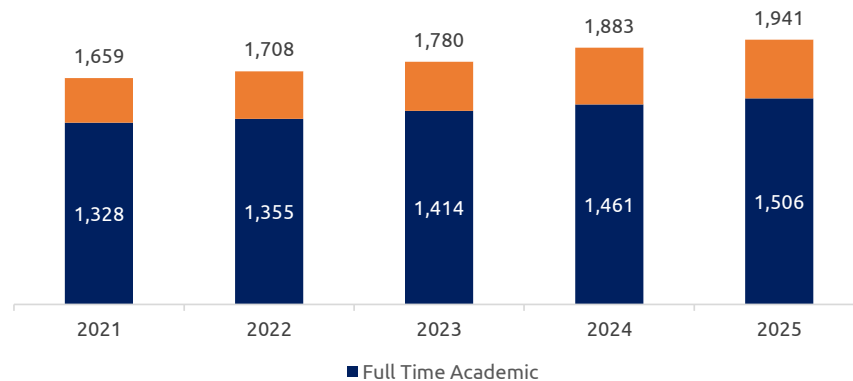
Definition: Count and proportion of courses (CRN with credit hour weighting) taught by FT faculty members (Includes TTT, TF and Limited Term Faculty Members), per Ministry Reporting year.

Data Source: Course data and enrolment reports

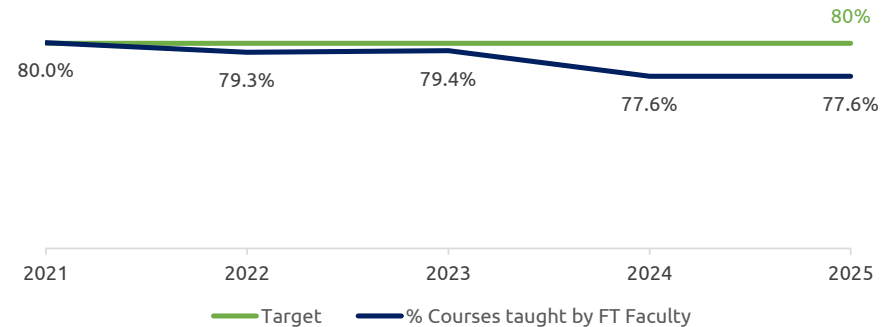
Draft Target: Proportion of Courses taught by FT faculty members: 80%



Courses taught by FT faculty



Proportion of Courses taught by FT faculty



Ontario Tech University Metrics

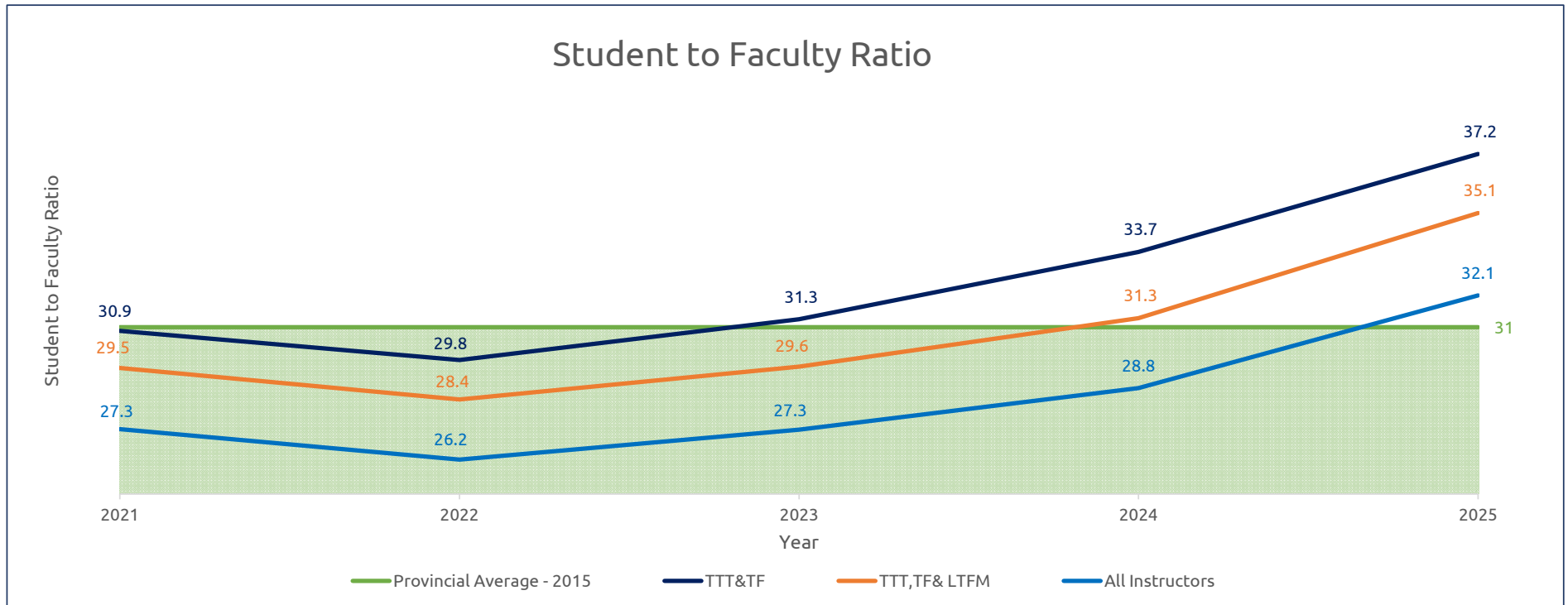
[Return to Metrics Listing](#)

Metric: **Student: Faculty ratios**

Definition: The ratio of students taught to number of academic teaching staff (Measure of FTE to FTE).

Data Source: Annual USER data and Official Human Resources counts as of October 1st of each year.

Target: 31 to 1 or better (2015 Provincial Average)



Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: Overall Student Satisfaction

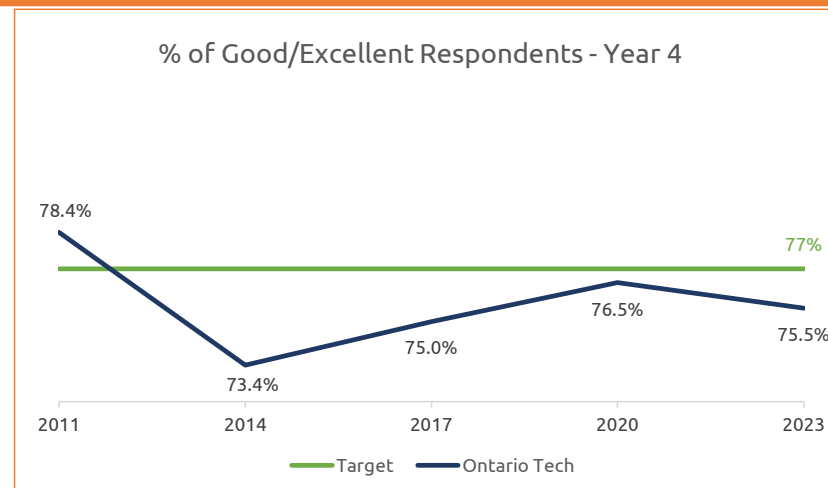
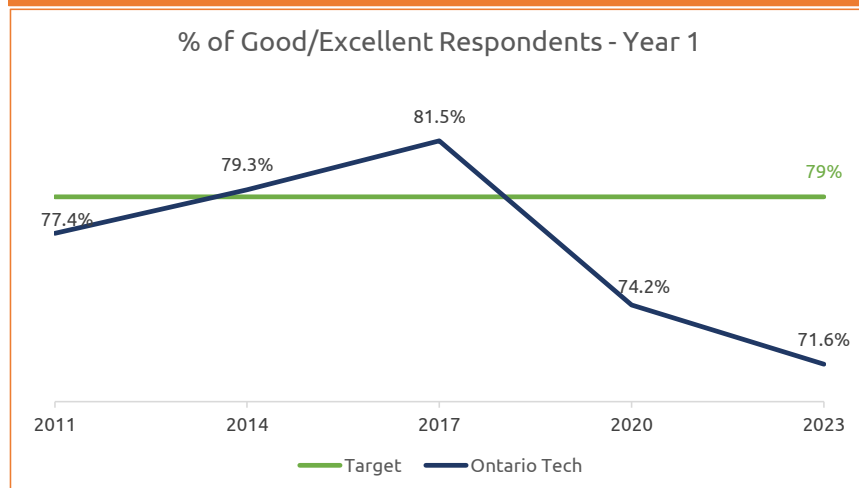
Definition: Reponse to NSSE questions on entire educational experience (% "good" or excellent" respondents) at Year 1 and Year 4

Data Source: National Survey of Student Engagement (NSSE); administered every 3 years to Year 1 and 4 Undergraduate students

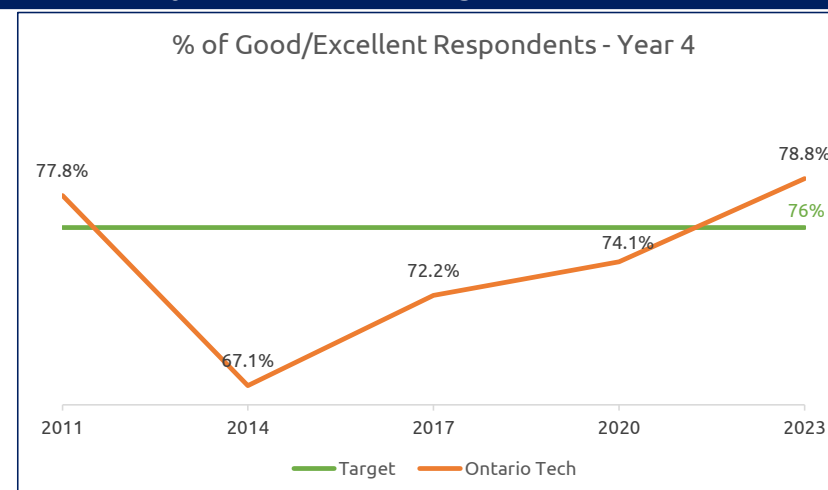
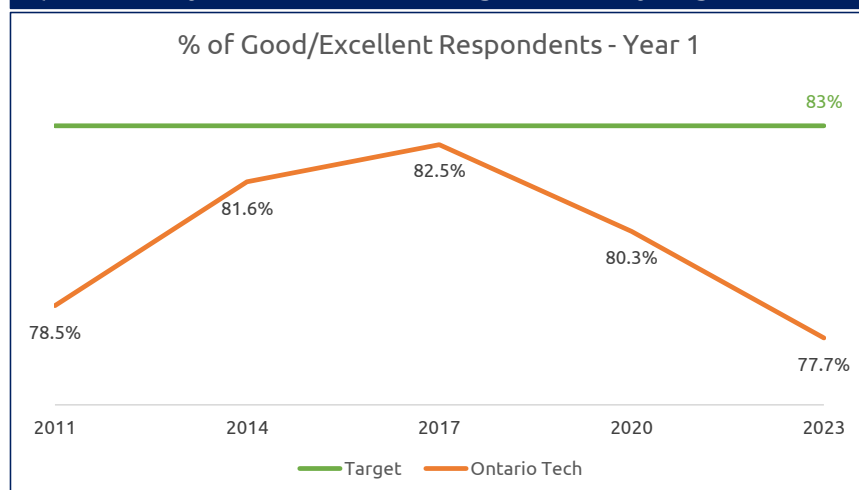
Target: Question 1 - Year 1: 79%, Year 4: 77%
Question 2 - Year 1: 83%, Year 4: 76% (based on Provincial Averages)



Question: How would you evaluate your entire educational experience at this institution?



Question: If you could start over again, would you go to the same institution you are now attending?



Ontario Tech University Metrics

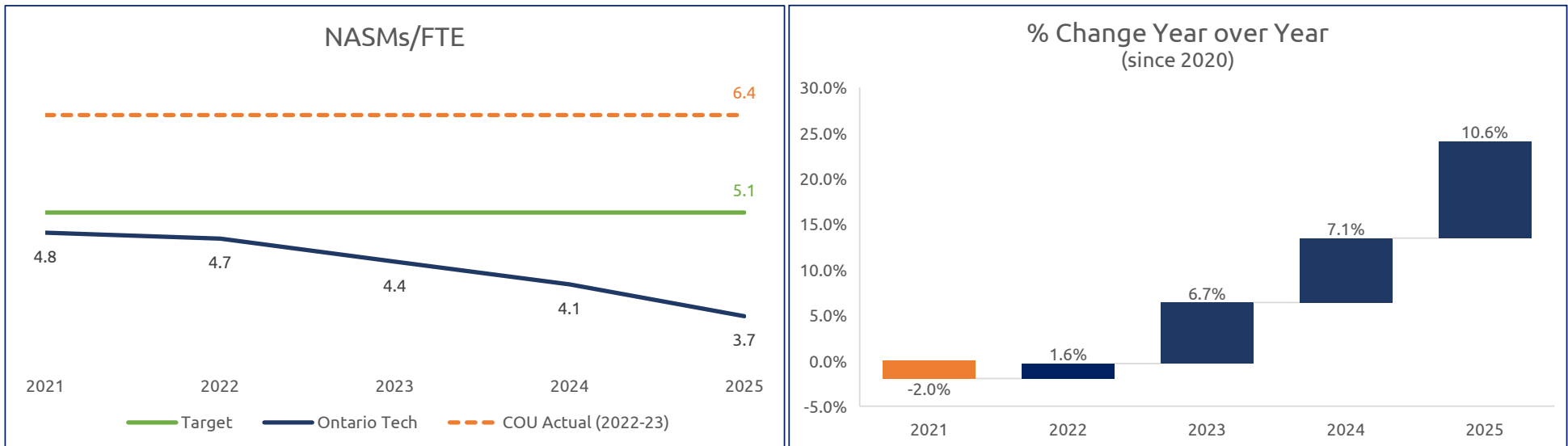
[Return to Metrics Listing](#)

Metric: **NASM/FTE ratio in instructional categories**

Definition: Ratio of Net Assignable Square Meters (NASM) of instructional space to Overall Student FTEs (COU methodology used)

Data Source: Official space database (OCIS), Annual USER data

Target: Ontario Tech Internal Target of 5.1



Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: **Flexible course formats offered (online or hybrid)**

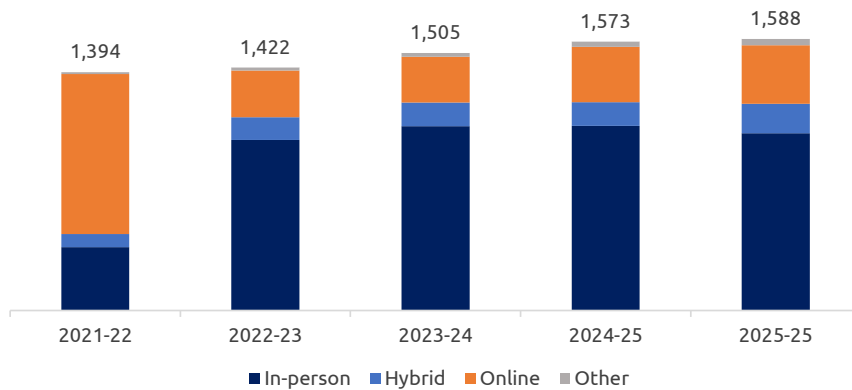
Definition: Count of In-person, Hybrid, Online, and Other undergraduate course offerings (*Other includes "Offsite, Independent Study, N/A"). Proportion of undergraduate e-learning course offerings (hybrid/online).

Data Source: Official course scheduling and enrolment data (Ministry Reporting year)

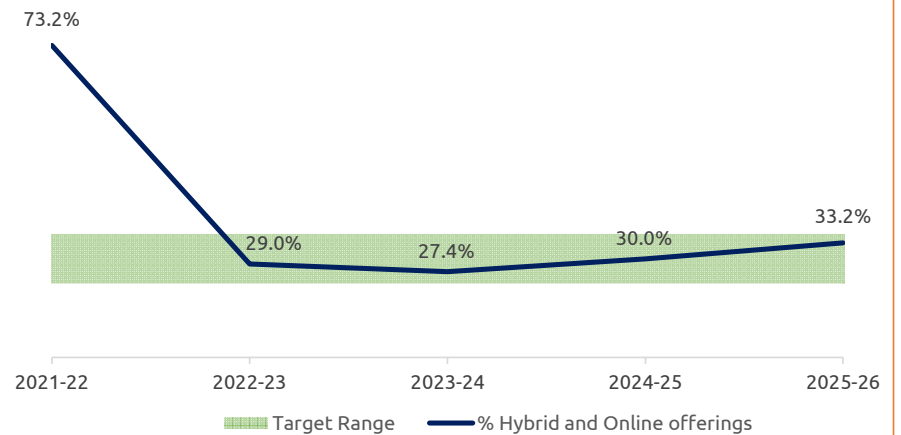
Target: Proportion of online/hybrid undergraduate course offerings: between 25-35%



Course Offerings by Instructional Method



% of Online/Hybrid Course Offerings



Ontario Tech University Metrics

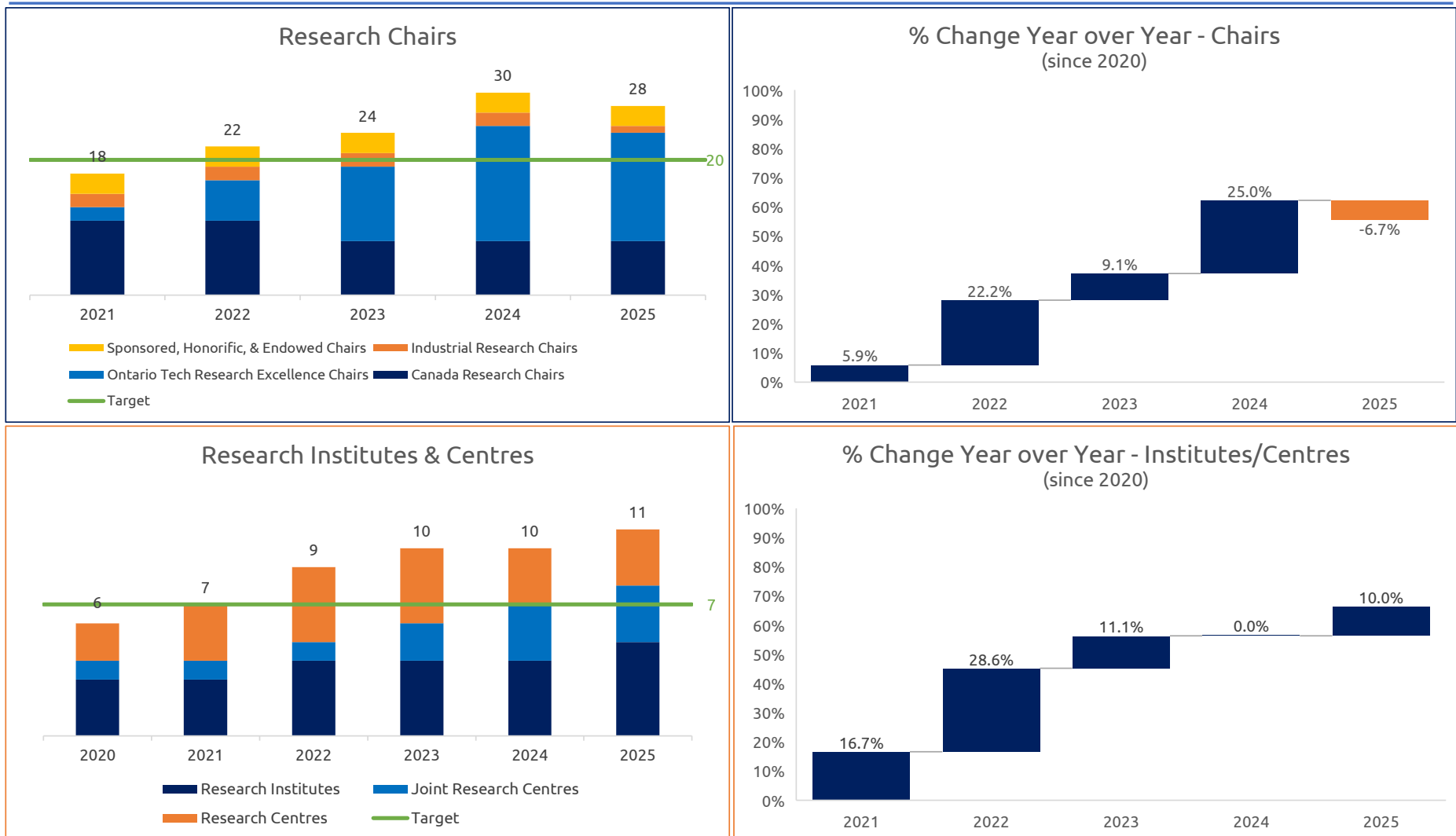
[Return to Metrics Listing](#)

Metric: **Research Chairs & Institutes**

Definition: Count of Research Chairs, Institutes, and Centres, by year. Includes internal, CRC, and industry chairs.

Data Source: Office of Research Services

Draft Target: Count of Research Chairs: 20
Count of Research Institutes and Centres: 7



Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: Research Sponsorship

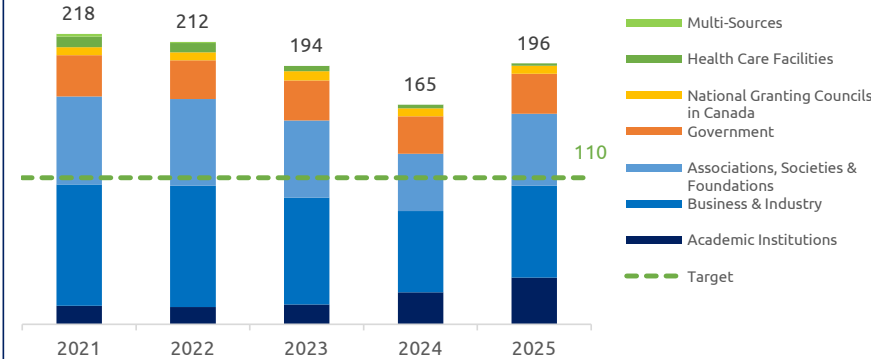
Definition: Count of external entities involved in sponsored research with Ontario Tech U. per fiscal year. Each entity is shown only once per year, regardless of how many projects they are involved in. However, an entity can be repeated in more than one fiscal year if they disbursed in more than one fiscal year.

Data Source: Office of Research Services

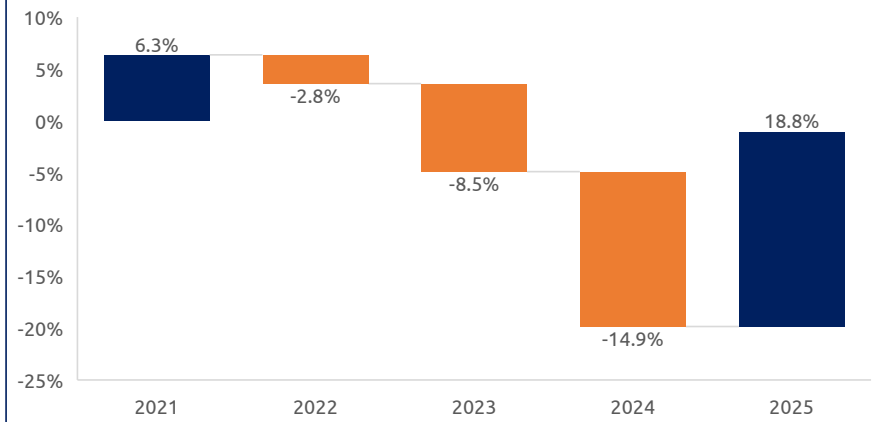
Target: Number of external entities involved in sponsored research: 110



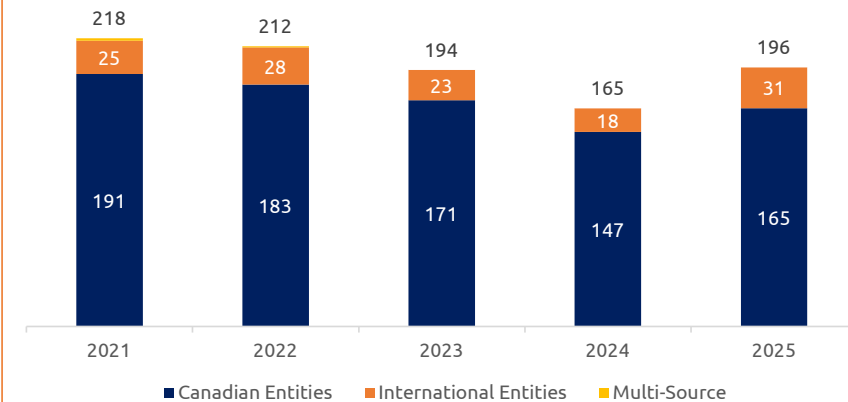
Number of External Entities involved in Ontario Tech Research



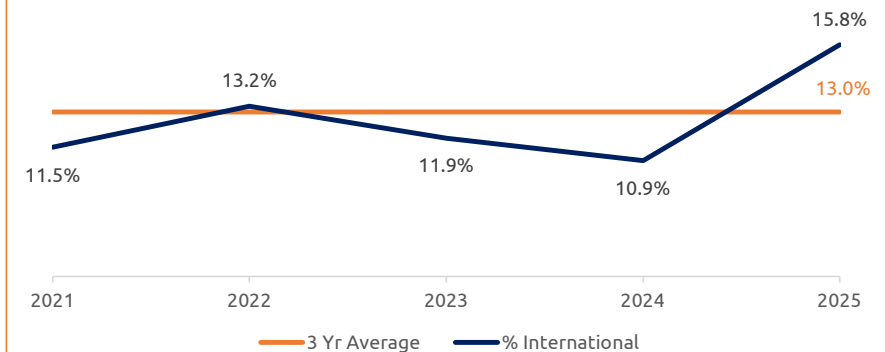
% Change Year over Year (since 2020)



Number of Canadian and International Entities



Proportion of International Entities



Ontario Tech University Metrics

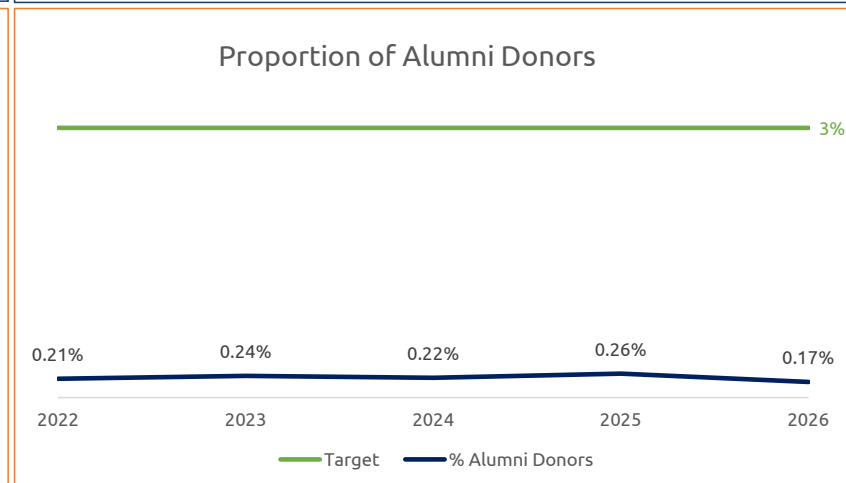
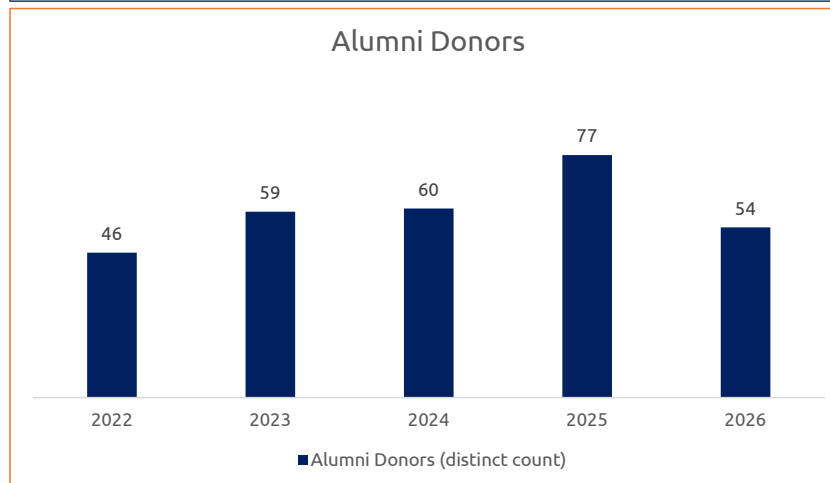
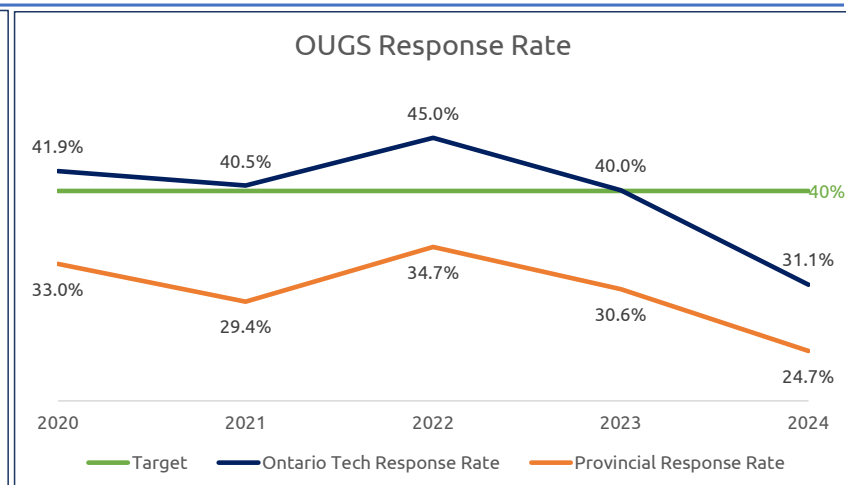
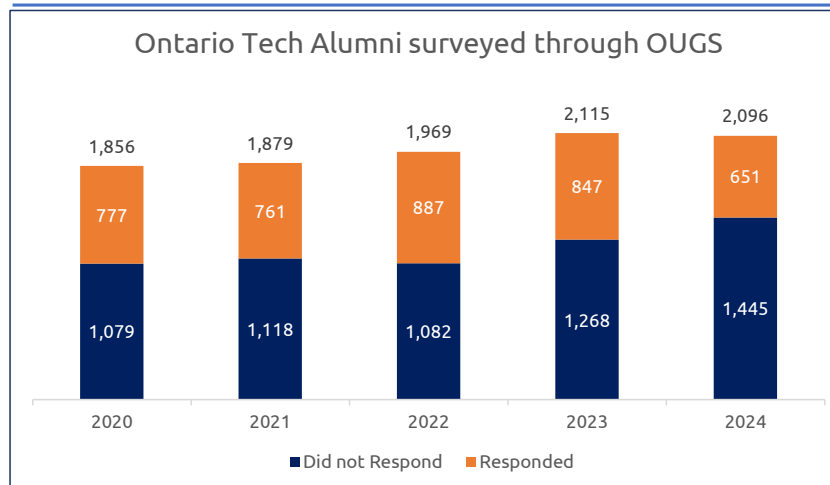
[Return to Metrics Listing](#)

Metric: **Alumni Engagement**

Definition: Proportion of eligible alumni who responded to Ontario University Graduate Survey (OUGS) (administered two years after graduating from an undergraduate or first professional degree program). Proportion of alumni donors per fiscal year (unique donors against rolling distinct count of total alumni).

Data Source: OUGS survey response data, Student Graduation Reports, donor records maintained by the Advancement and Alumni Office

Target: Engagement rate on OUGS: 40%
Engagement rate on Alumni donors: 3%



While there was a decrease in unique alumni donors in 2025-26, the Advancement Office and Alumni Relations saw a 12.5% increase in overall philanthropic gifts from 2024-25, with more Ontario Tech Alumni opting for monthly pledges.

Ontario Tech University Metrics

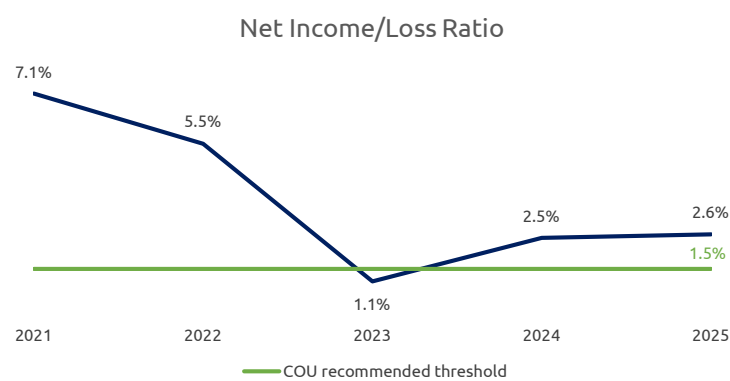
[Return to Metrics Listing](#)

Metric: **Economic Stewardship**
 Definition: As provided below
 Data Source: Finance

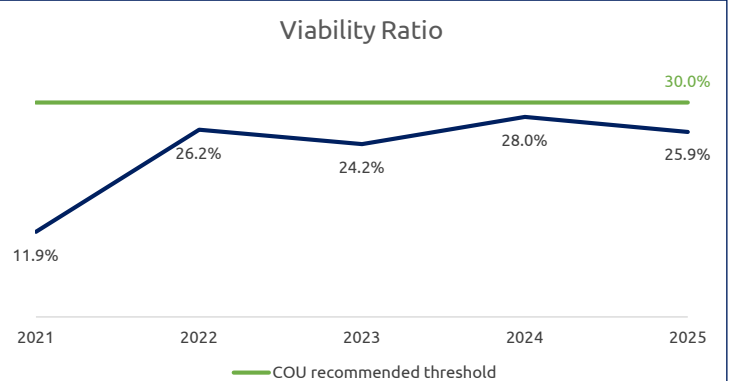
Target: COU recommended thresholds.
 Net Income/Loss Ratio: < 1.5%
 Primary Reserve Ratio: < 30

Viability Ratio: < 30%
 Net Operating Revenues Ratio: < 2.0%

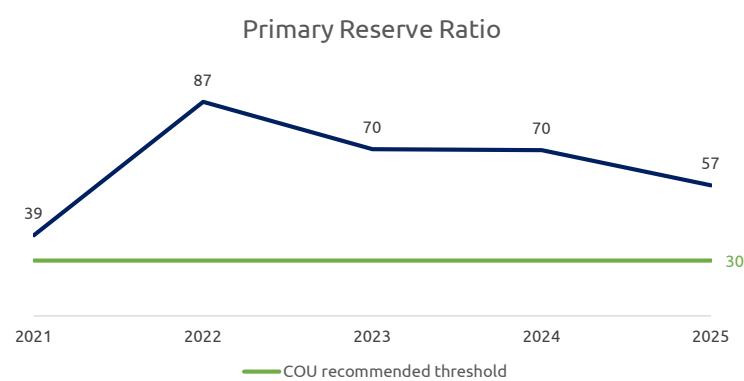
The Net Income/Loss Ratio measures the percentage of revenues that contributes to net assets. The objective of this ratio is to track trends in net earnings.



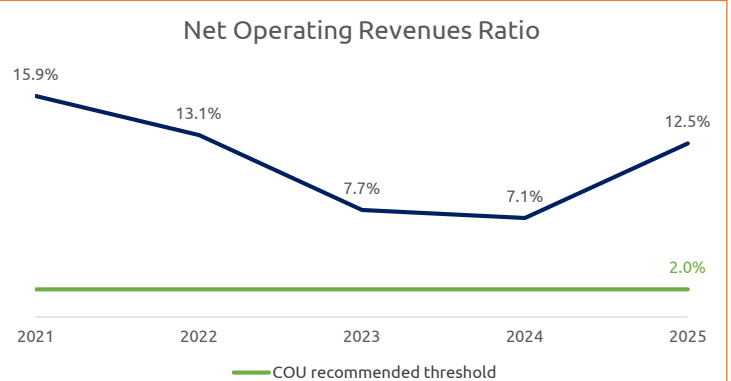
The Viability Ratio is a basic determinant of an institution's financial health, as it provides an indication of the funds on hand that can be used should an institution need to settle its long-term obligations.



The Primary Reserve Ratio is a measure of financial viability that compares expendable net assets to total expenses by determining how many days an institution could function using only its financial resources that can be expended without restrictions.



The Net Operating Revenues Ratio is a financial performance metric that provides an indication of the extent to which institutions are generating positive cash flows in the long run to be financially sustainable.



Credit Rating	Moody's	DBRS
2020-21	A1 Stable	A(low) Stable
2021-22	A1 Stable	A(low) Stable
2022-23	A1 Stable	A Stable
2023-24	A1 Stable	A Stable
2024-25	A1 Stable	A Stable

SMA4 Dashboard - Year 1 Reporting

2025-26
2026-27
2027-28
2028-29
2029-30

Metric 1: Graduate Employment Rate in a Related Field

Metric 2: Graduation Rate

Metric 3: Graduate Employment Earnings

Metric 4: Experiential Learning

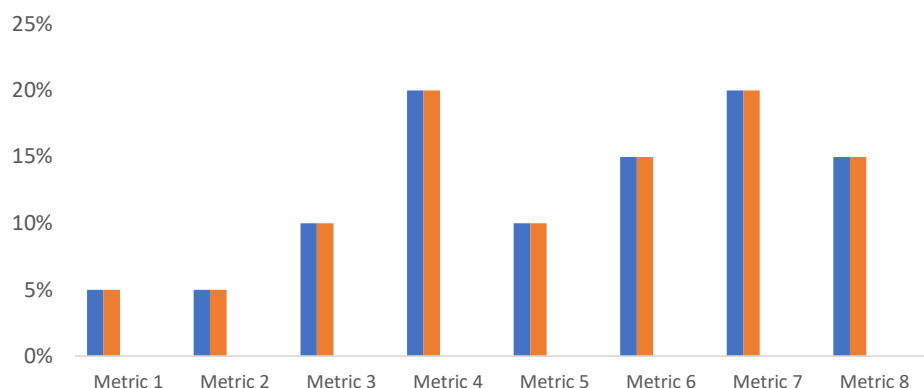
Metric 5: Community/Local Impact of Student Enrolment

Metric 6: Institutional Strength/Focus

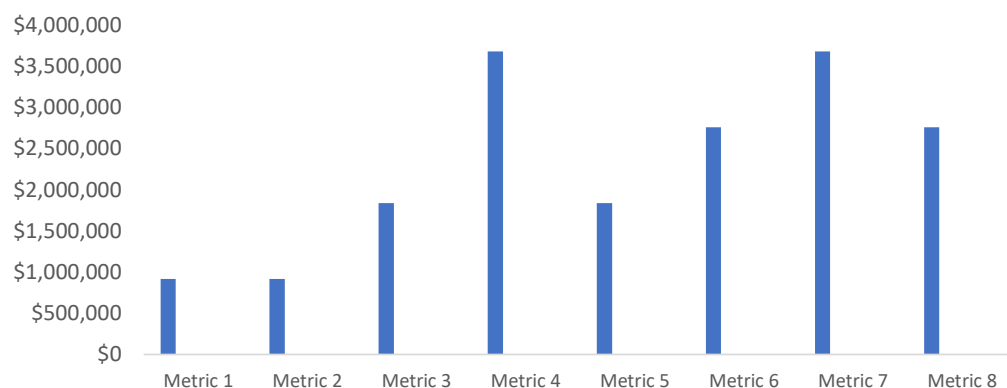
Metric 7: Research Revenue Attracted from Private Sources

Metric 8: Economic Impact (Institution-specific)

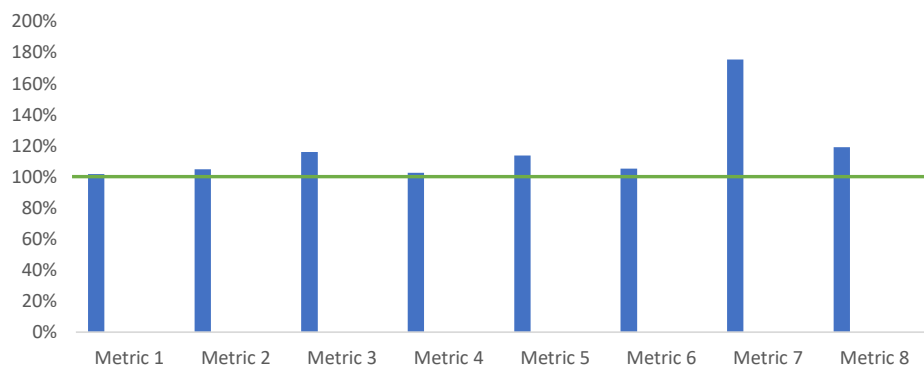
Metric Weighting



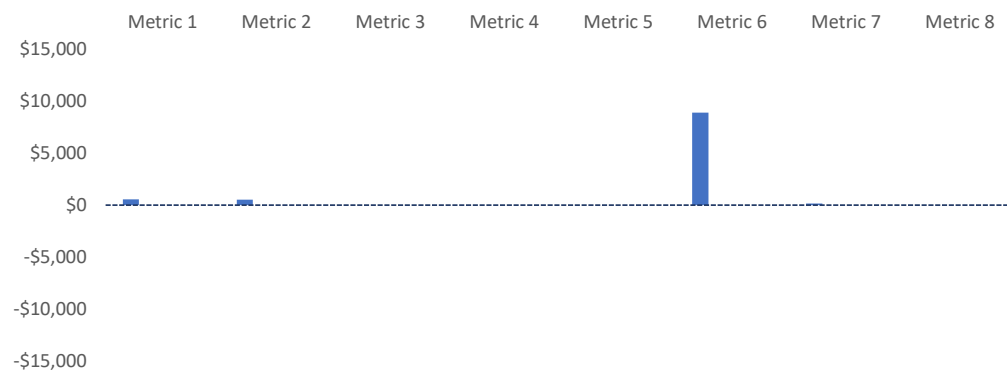
Notional Allocation



Achievement of Target



Unachieved/Additional Allocation



Data not appearing indicates full allocation achieved

SMA4 Dashboard - Metric 1

Graduate Employment Rate in a Related Field	Graduation Rate
Graduate Employment Earnings	Experiential Learning
Community/Local Impact of Student Enrolment	Institutional Strength/Focus
Research Revenue Attracted from Private Sources	Economic Impact (Institution-specific)

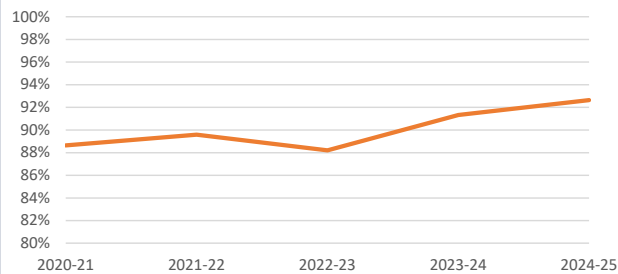
Definition

Proportion of domestic graduates from undergraduate (bachelor or first professional degree) programs employed full-time, who consider their jobs either “closely” or “somewhat” related to the skills they acquired in their university program, two years after graduation.

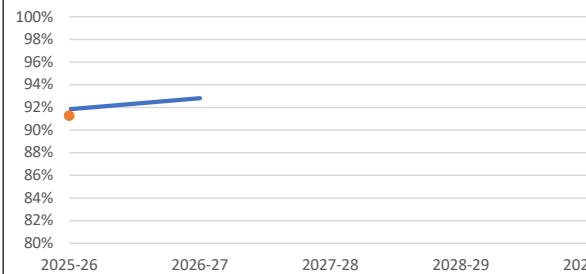
Data Source

Ontario University Graduate Survey (OUGS)

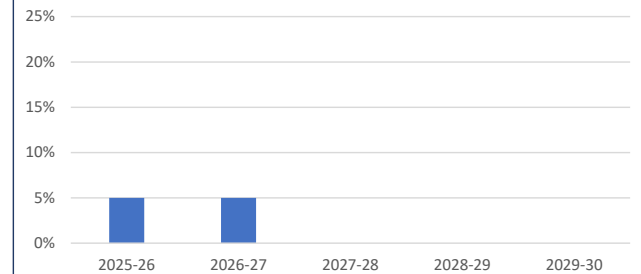
Historical Values



Performance Target to Actual



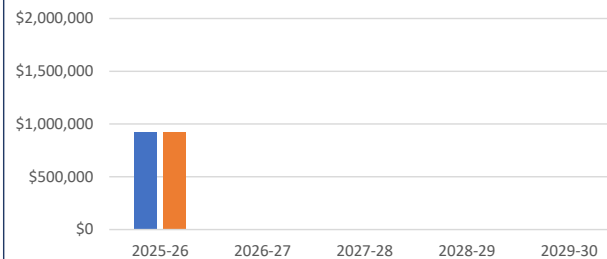
Metric Weighting



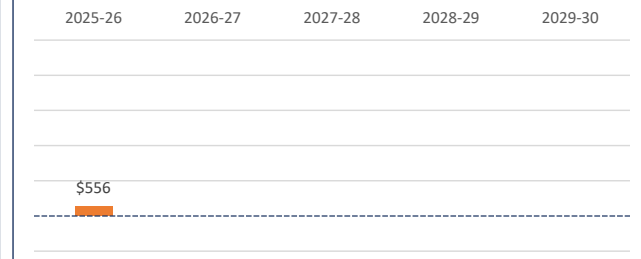
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



Data not appearing indicates full allocation achieved

SMA4 Dashboard - Metric 2

Graduate Employment Rate in a Related Field	Graduation Rate
Graduate Employment Earnings	Experiential Learning
Community/Local Impact of Student Enrolment	Institutional Strength/Focus
Research Revenue Attracted from Private Sources	Economic Impact (Institution-specific)

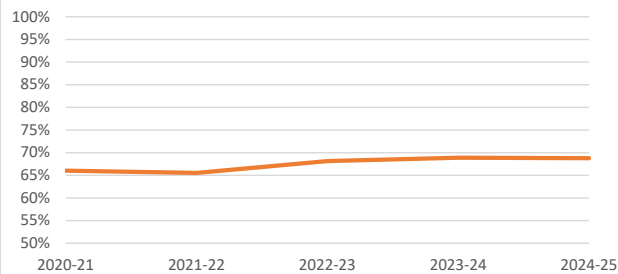
Definition

Proportion of all new, full-time, year one university students of undergraduate (bachelor or first professional degree) programs who commenced their study in a given fall term and graduated from the same institution within 7 years.

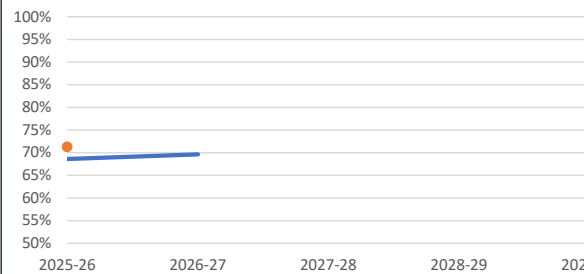
Data Source

University Statistical and Enrolment Report (USER) - Enrolment and Degrees Awarded data collections

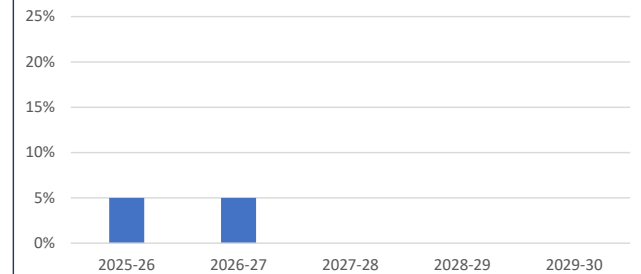
Historical Values



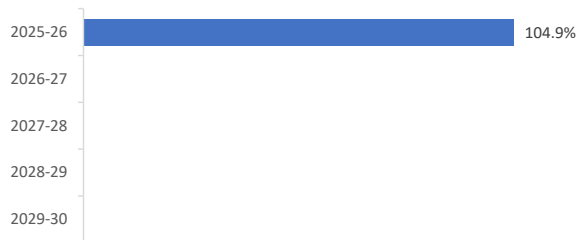
Performance Target to Actual



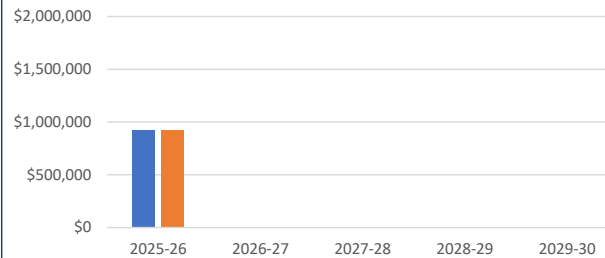
Metric Weighting



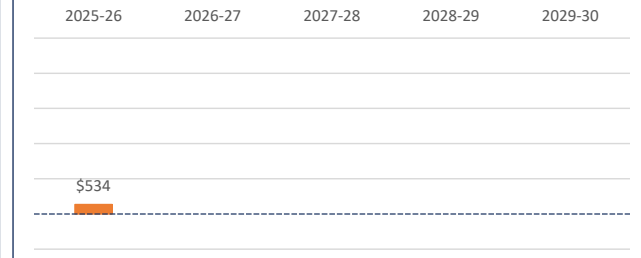
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



Data not appearing indicates full allocation achieved

SMA4 Dashboard - Metric 3

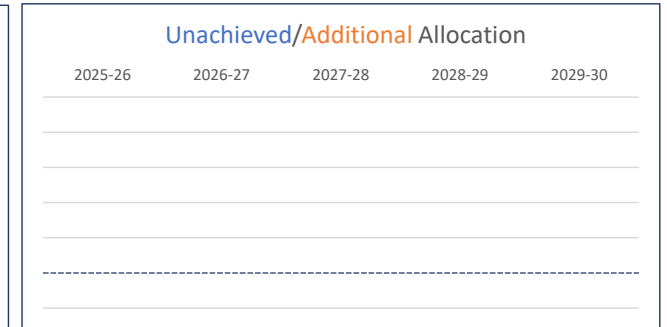
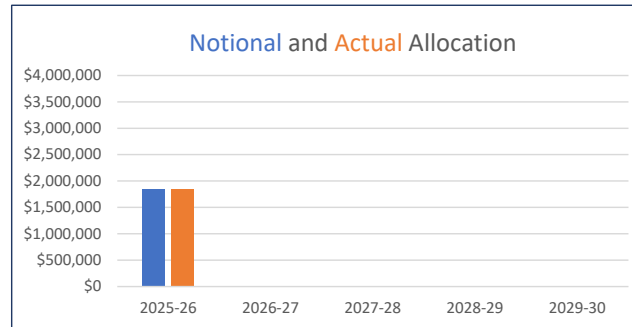
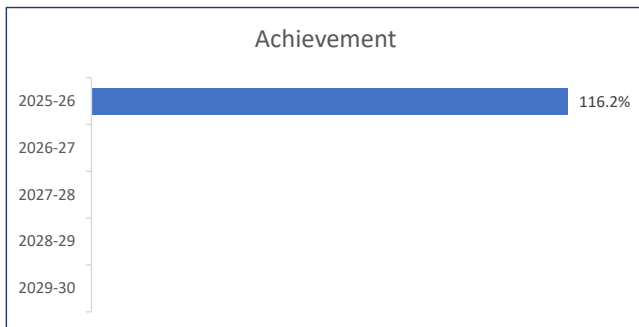
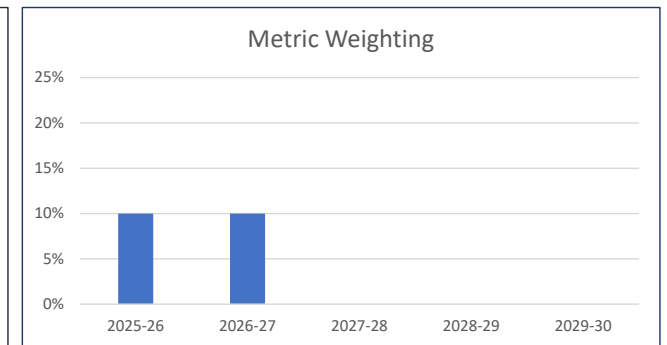
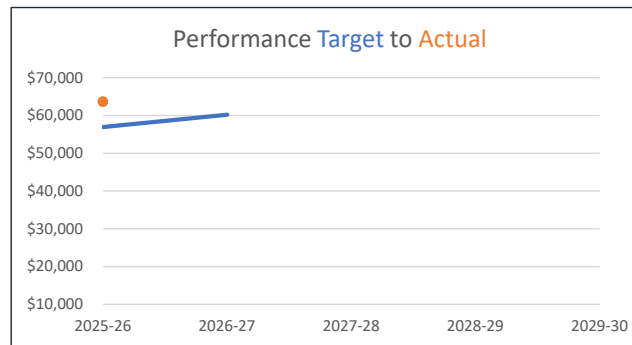
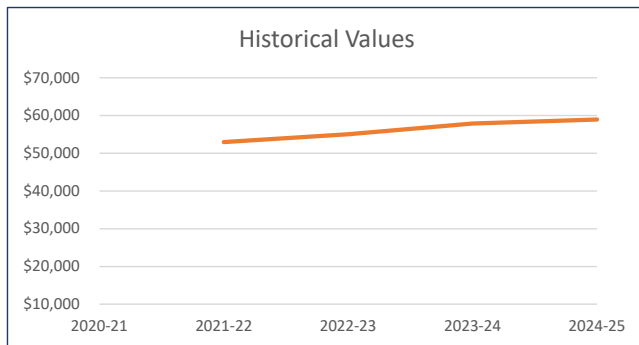
Graduate Employment Rate in a Related Field	Graduation Rate
Graduate Employment Earnings	Experiential Learning
Community/Local Impact of Student Enrolment	Institutional Strength/Focus
Research Revenue Attracted from Private Sources	Economic Impact (Institution-specific)

Definition

Median graduate employment earnings of domestic graduates using tax file data provided by Statistics Canada, two years after graduation.

Data Source

Enrolment and graduation data from the Postsecondary Student Information System (PSIS)



Note: SMA3 (Historical) Metric began in 2021-22

Data not appearing indicates full allocation achieved

SMA4 Dashboard - Metric 4

Graduate Employment Rate in a Related Field	Graduation Rate
Graduate Employment Earnings	Experiential Learning
Community/Local Impact of Student Enrolment	Institutional Strength/Focus
Research Revenue Attracted from Private Sources	Economic Impact (Institution-specific)

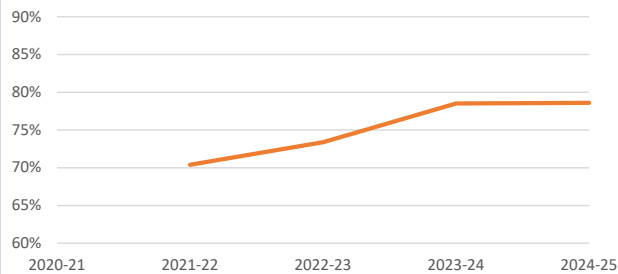
Definition

Proportion of domestic graduates in undergraduate programs, who participated in at least one experiential learning/work-integrated learning opportunity as part of their program of study.

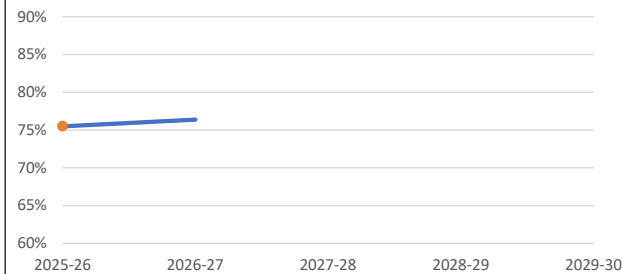
Data Source

Institutional data

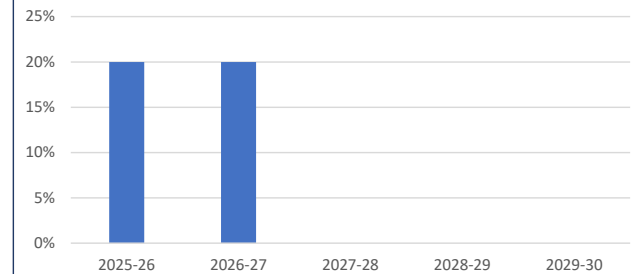
Historical Values



Performance Target to Actual



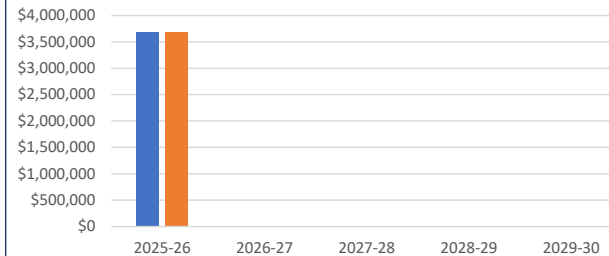
Metric Weighting



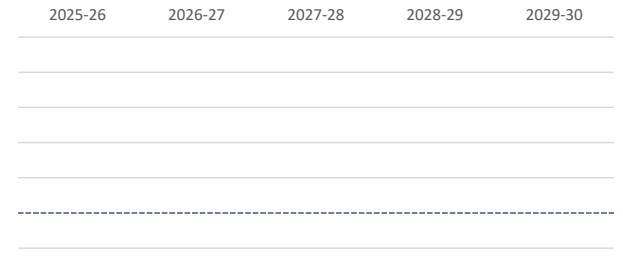
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



Note: SMA3 (Historical) Metric began in 2021-22

Data not appearing indicates full allocation achieved

SMA4 Dashboard - Metric 5

Graduate Employment Rate in a Related Field	Graduation Rate
Graduate Employment Earnings	Experiential Learning
Community/Local Impact of Student Enrolment	Institutional Strength/Focus
Research Revenue Attracted from Private Sources	Economic Impact (Institution-specific)

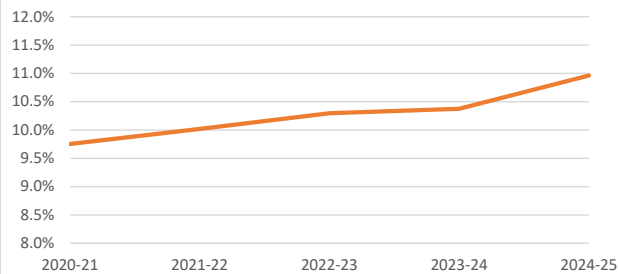
Definition

Proportion of domestic enrolment in the city(cities)/town(s) in which campuses of the institution are located divided by the population (age 15 to 64) of that city(cities)/town(s).

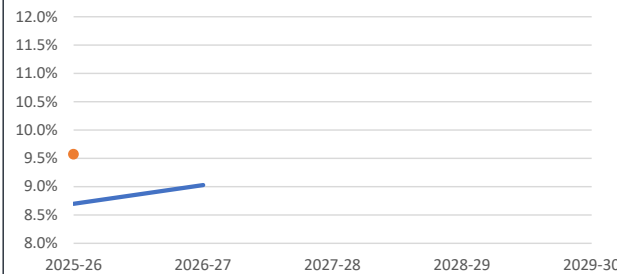
Data Source

University Statistical Enrolment Report (USER)

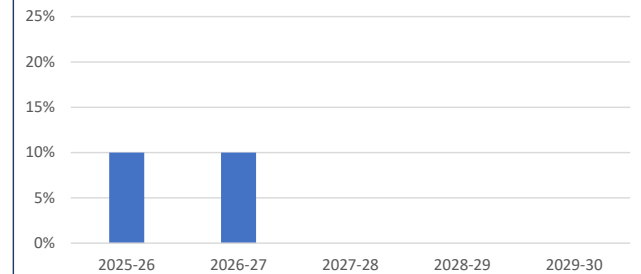
Historical Values



Performance Target to Actual



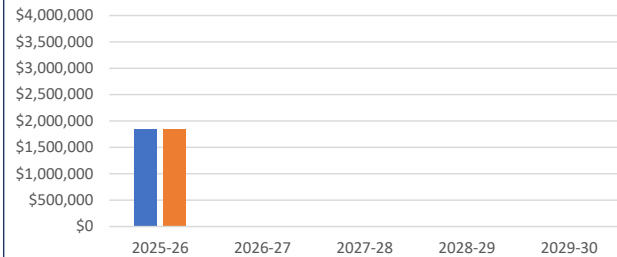
Metric Weighting



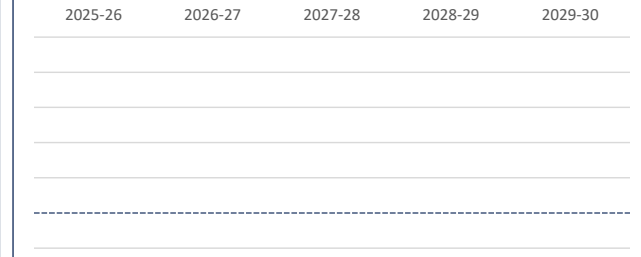
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



Data not appearing indicates full allocation achieved

SMA4 Dashboard - Metric 6

Graduate Employment Rate in a Related Field	Graduation Rate
Graduate Employment Earnings	Experiential Learning
Community/Local Impact of Student Enrolment	Institutional Strength/Focus
Research Revenue Attracted from Private Sources	Economic Impact (Institution-specific)

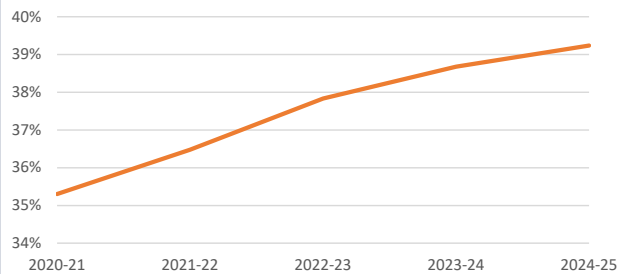
Definition

Proportion of domestic enrolment in an institution's program area(s) of strength compared to their total domestic enrolment.

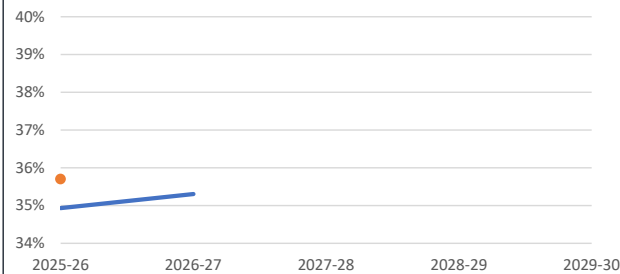
Data Source

University Statistical and Enrolment Report (USER), Enrolment data collection

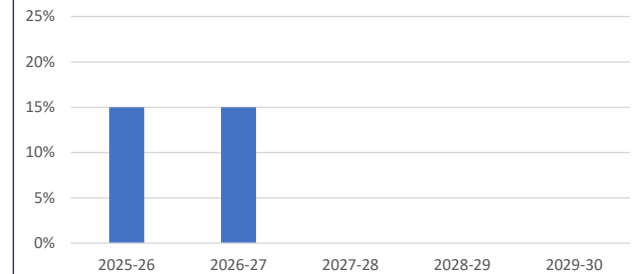
Historical Values



Performance Target to Actual



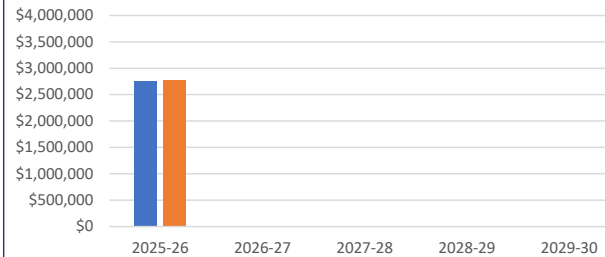
Metric Weighting



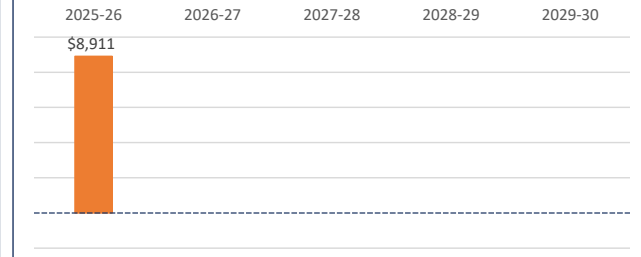
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



Data not appearing indicates full allocation achieved

SMA4 Dashboard - Metric 7

Graduate Employment Rate in a Related Field	Graduation Rate
Graduate Employment Earnings	Experiential Learning
Community/Local Impact of Student Enrolment	Institutional Strength/Focus
Research Revenue Attracted from Private Sources	Economic Impact (Institution-specific)

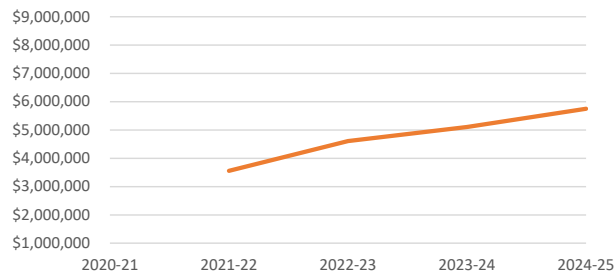
Definition

Total research revenue attracted from private sector and not-for-profit sources

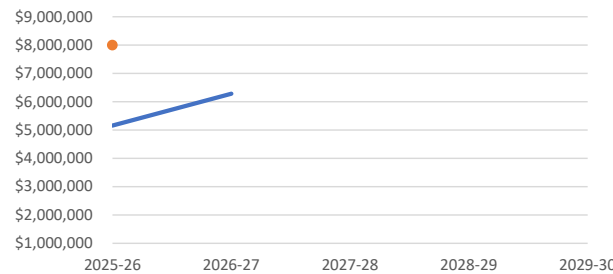
Data Source

Council of Ontario Finance Officers (COFO)

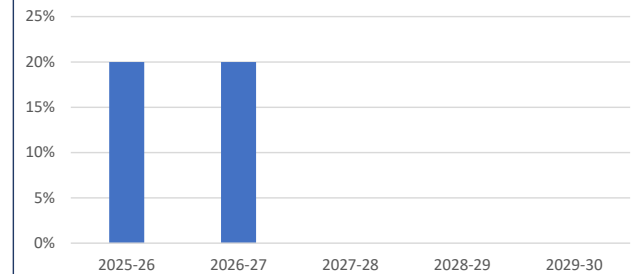
Historical Values



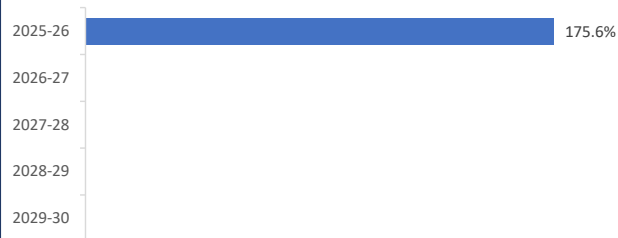
Performance Target to Actual



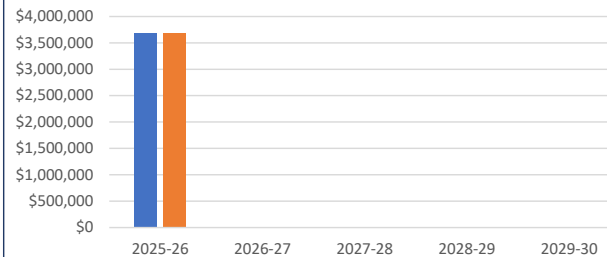
Metric Weighting



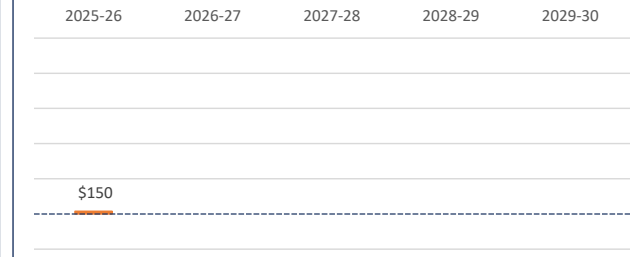
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



Note: SMA3 (Historical) Metric began in 2021-22

Data not appearing indicates full allocation achieved

SMA4 Dashboard - Metric 8

Graduate Employment Rate in a Related Field	Graduation Rate
Graduate Employment Earnings	Experiential Learning
Community/Local Impact of Student Enrolment	Institutional Strength/Focus
Research Revenue Attracted from Private Sources	Economic Impact (Institution-specific)

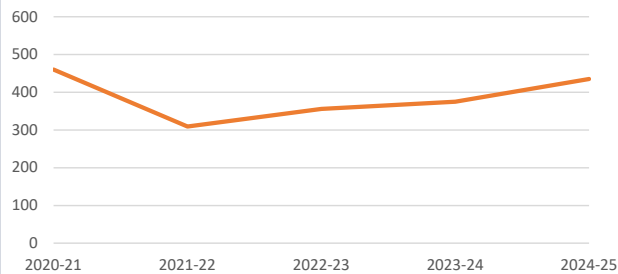
Definition

The number of assessment-based student work-related placements in Durham/Northumberland Region.

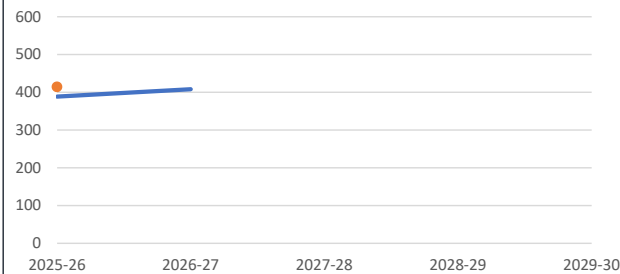
Data Source

Institutional Experiential Learning Database

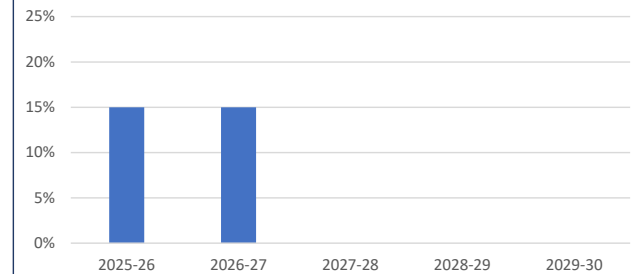
Historical Values



Performance Target to Actual



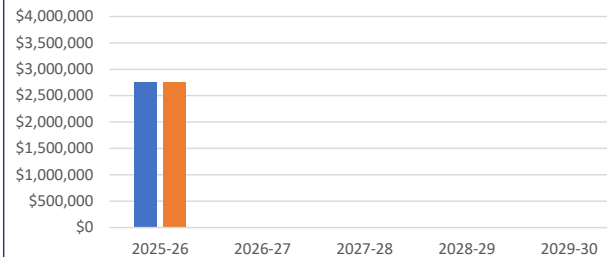
Metric Weighting



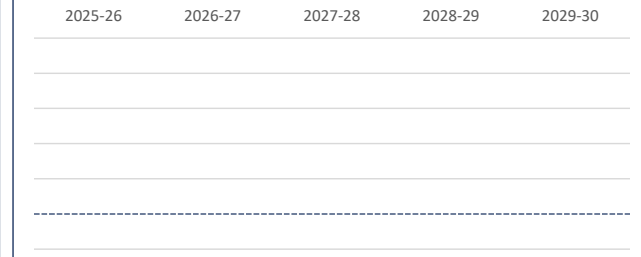
Achievement



Notional and Actual Allocation

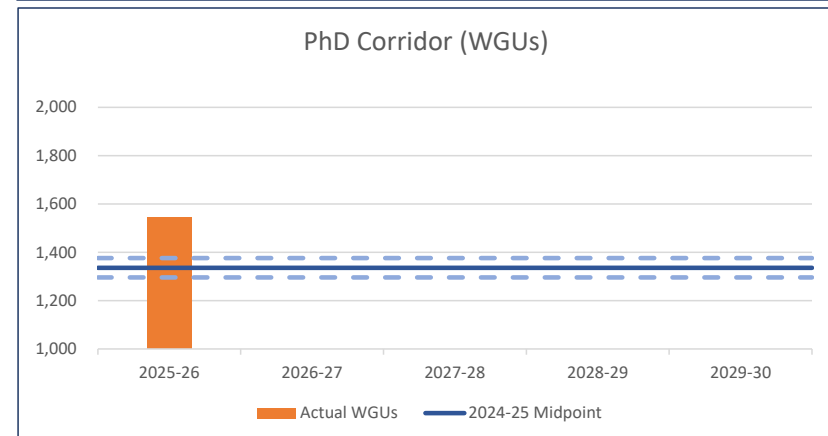
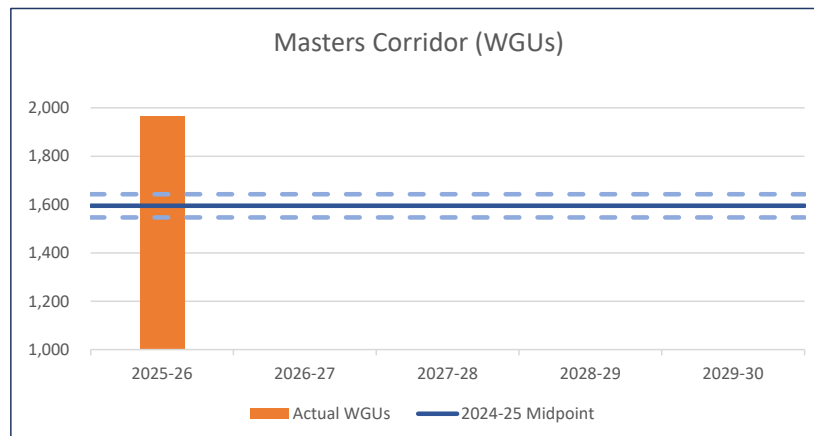
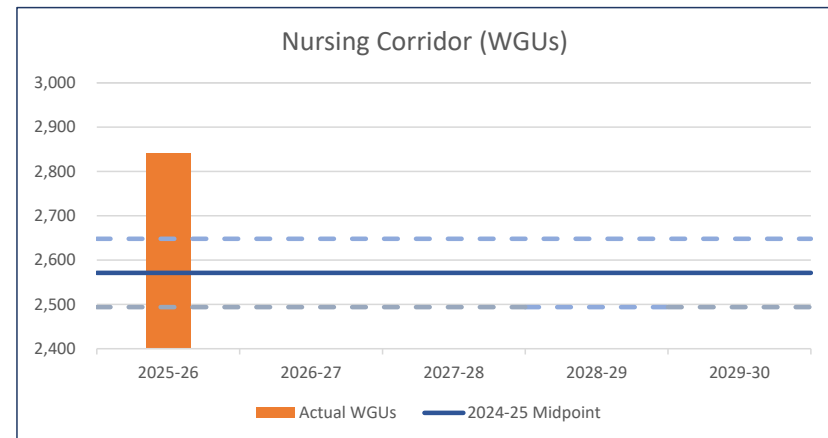
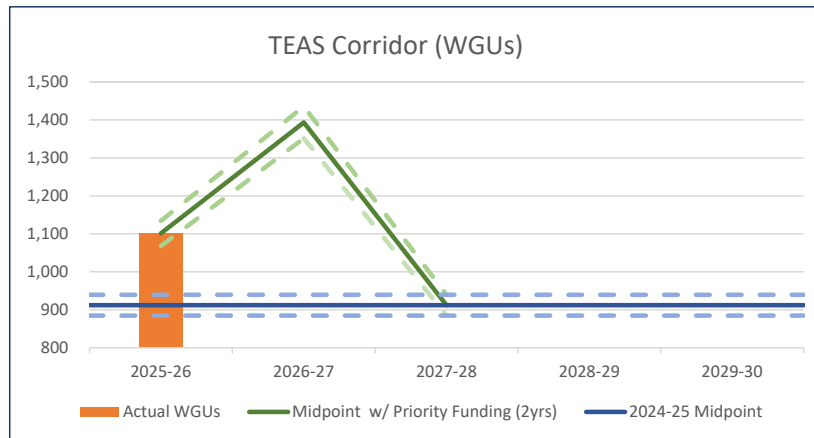
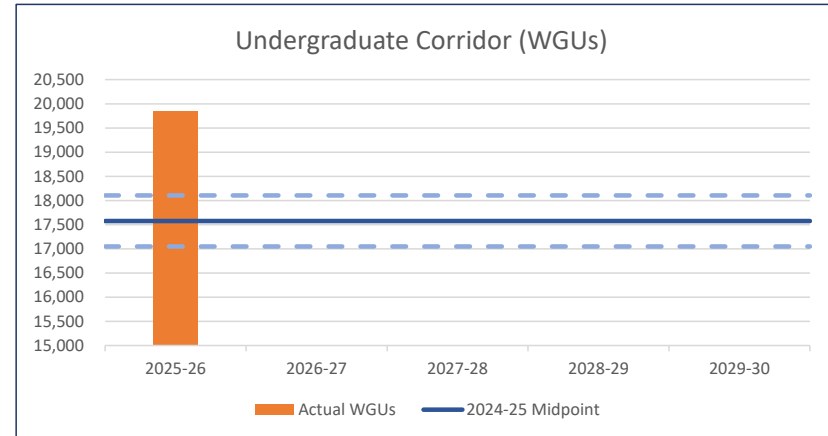
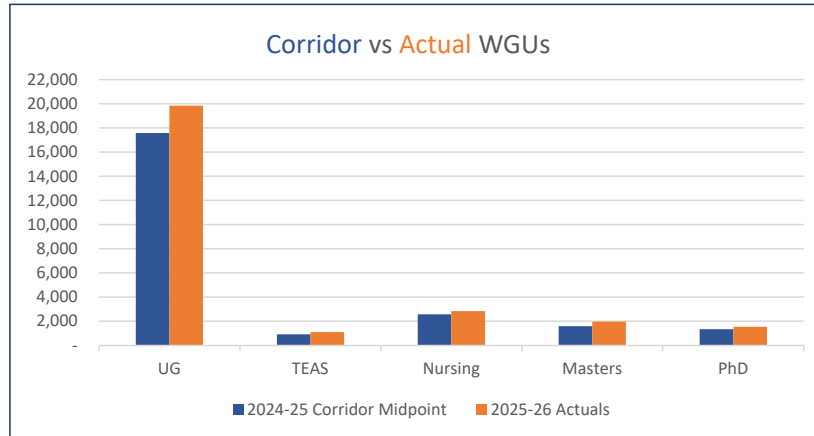


Unachieved/Additional Allocation



Data not appearing indicates full allocation achieved

MCURES Enroment Based - Corridor Funding



SMA4 Dashboard - Reporting Accountabilities and Attestations

Reporting Accountabilities (Timely Reporting of Key Data)

Accountability	Reporting Office	SMA4 Year 1 (2025-26)	SMA4 Year 2 (2026-27)	SMA4 Year 3 (2027-28)	SMA4 Year 4 (2028-29)	SMA4 Year 5 (2029-30)
		Compliance	Compliance	Compliance	Compliance	Compliance
Audited Enrollment	OIRA	Met				
Graduate Reports	OIRA	Met				
University Financial Outlook ⁽¹⁾	Finance					
Research Disclosures	VPRI	Met				
STEM Funding Metrics	OIRA	Met				

(1) Reporting on University Financial Outlook will begin in SMA4 Year 2 (2026-27) and will be based on 2024-25 risk rating reporting requirements (low, medium, and high action)

Attestation of Key Activities

SMA4 Year and Attestation Metric		Efficiency Metric:	Skills and Competencies Assessment:	Research Security:	Commercialization Attestation:
SMA4 Year 1 (2025-26)	Signing Authority	Vice-President, Administration	Provost and Vice-President, Academic	Vice-President, Research & Innovation	Vice-President, Research & Innovation
	Annual Activity	Ontario Tech participated in engagement with the ministry on the development of efficiency metrics and benchmarks, including meeting expectations and timelines aligned with Phase I efficiency metric development. The university has complete the TBS Workforce Data Collection Initiative survey and worked with the ministry to resolve any issues with respect to data collection.	Ontario Tech has participated in a sector Working Group or engaged with ministry otherwise to scope and develop an implementation approach for the skills and competencies assessment.	Ontario Tech has attended meetings with the ministry to discuss the development of a research security plan.	Ontario Tech has submitted the 2025-26 Annual Commercialization Plan (ACP), meeting the commercialization metrics data reporting requirement.
	Compliance	Met	Met	Met	Met
SMA4 Year 2 (2026-27)	Anticipated Annual Activity	Attestation language for Year 2 will be confirmed as part of the SMA4 agreements' amendment in summer 2026.	Ontario Tech has submitted to the ministry the Skills and Competencies questionnaire, participated in a sector Working Group as requested or engaged with ministry to scope and develop an implementation approach for the skills and competencies assessment.	Ontario Tech has submitted the approved 2026-27 Annual Research Security Plan (RSP) by December 31, 2026, meeting the research security accountability requirement.	Ontario Tech has submitted the 2026-27 Annual Commercialization Plan (ACP), meeting the commercialization metrics data reporting requirement.

Performance-Based Grant and Accountability Funding At Risk

Funding Envelope	SMA4 Year 1 (2025-26)	SMA4 Year 2 (2026-27)	SMA4 Year 3 (2027-28)	SMA4 Year 4 (2028-29)	SMA4 Year 5 (2029-30)
Performance-Based Grant At Risk ⁽²⁾⁽³⁾	\$914,282	\$914,282	\$1,097,138	\$1,279,994	\$1,462,851
Accountability Funding At Risk ⁽⁴⁾	\$3,657,127	\$3,657,127	\$3,657,127	\$3,657,127	\$3,657,127

(2)(3) Performance-Based Grant has been capped at the system-average annual proportion of 25% in SMA4 Year 1 and Year 2, with potential increase by 5% each year up to 40% in Year 5, pending a broader funding review ahead of Year 3. The total amount of performance-based grant at risk is five per cent of the total performance-based grant due to the Stop-Loss Mechanism, which caps metric losses at five per cent.

(4) Five per cent of an institution's total operating funding would be clawed back if the institution does not meet all accountability requirements.

Future Changes to SMA Reporting

Special Purpose Grants

The Ministry administers multiple Special Purpose Grant programs through annual or multiyear Transfer Payment Agreements (TPAs) in support of targeted government priorities. In order to improve predictability and reduce administrative burden, MCURES will be streamlining most Special Purpose Grants into Strategic Mandate Agreements moving forward. Fixed amounts and/or set formulas, as well as accountability reporting, will be incorporated into Strategic Mandate Agreements for the duration of SMA4 to eliminate the need for TPAs.

The following grants will be rolled into SMA4:

- Small, Northern and Rural Grant
- Indigenous Student Success Grant
- Access and Inclusion Grant
- Campus Safety Grant
- Credit Transfer Grant
- Municipal Tax Grant

Enrolment-Based Grants

Existing enrolment-based special purpose grants will be streamlined into SMA4. Realized enrolment as of 2024-25 will be added to base operating funding, using updated program weights.

This will include:

- Nursing (including Nursing Expansion, Collaborative Nursing, Post-Collaborative Nursing, Second Entry Nursing and Nurse Practitioner)
- Medical Expansion
- Paramedicine and Allied Health Expansions
- Midwifery
- Veterinary and Agricultural Diplomas
- Physician Assistant
- Initial Teacher Education (ITE) Expansion
- Construction Trades/Planning
- Life Sciences
- Major Capacity Expansion

SMA3 Dashboard - Final Report

2020-21 2021-22 2022-23 2023-24 2024-25

Metric 1: Graduate Employment Rate in a Related Field

Metric 2: Institutional Strength/Focus

Metric 3: Graduation Rate

Metric 4: Community/Local Impact of Student Enrolment

Metric 5: Economic Impact (Institution-specific)

Metric 6: Research Funding and Capacity: Federal Tri-Agency Funding Secured

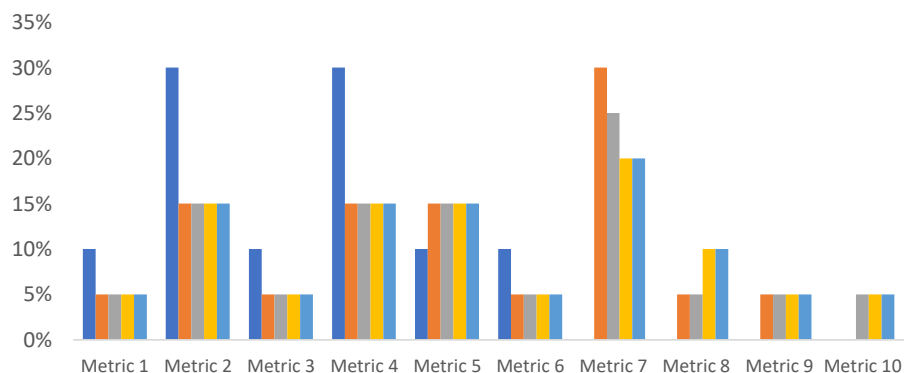
Metric 7: Experiential Learning

Metric 8: Research Revenue Attracted from Private Sources

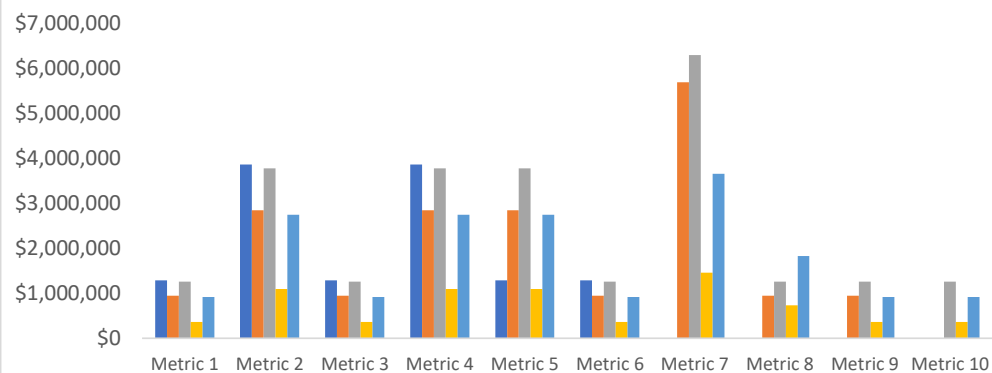
Metric 9: Graduate Employment Earnings

Metric 10: Skills and Competencies

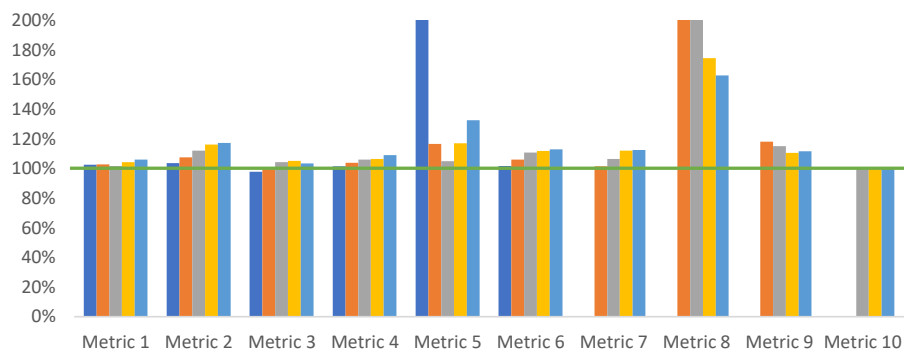
Metric Weighting



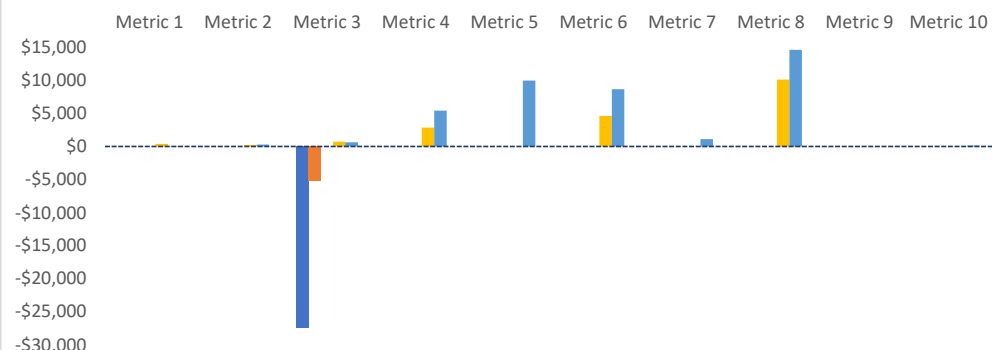
Notional Allocation



Achievement of Target



Unachieved/Additional Allocation



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

SMA3 Dashboard - Metric 1

Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources
Graduate Employment Earnings	Skills & Competencies (Institution-specific)

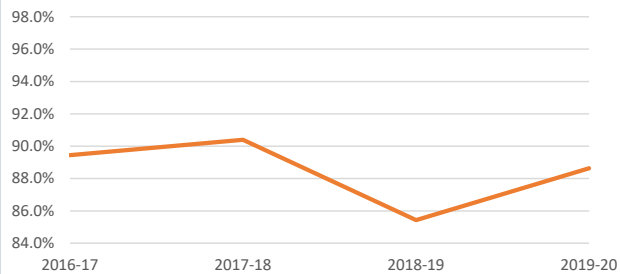
Definition

Proportion of graduates of undergraduate (bachelor or first professional degree) programs employed full-time who consider their jobs either “closely” or “somewhat” related to the skills they developed in their university program, two years after graduation.

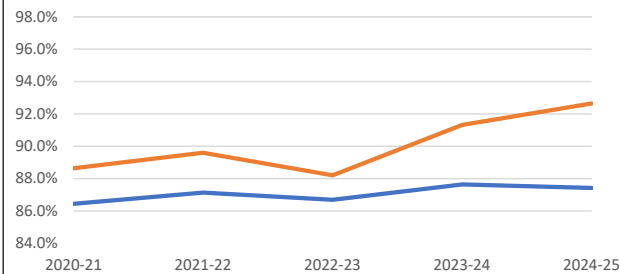
Data Source

MCU Ontario University Graduate Survey (OUGS)

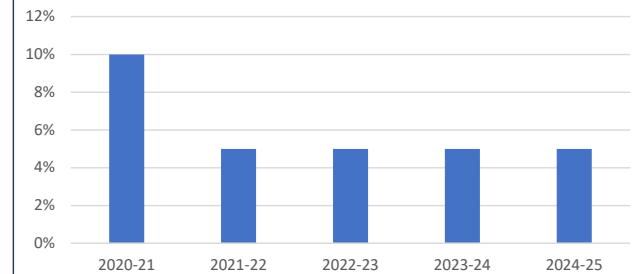
Historical Values



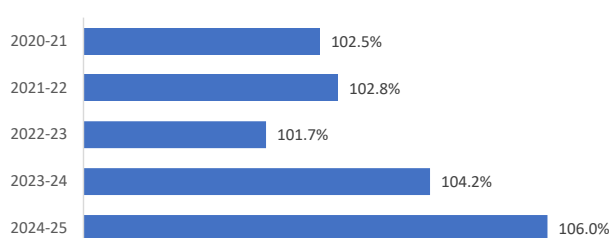
Performance Target to Actual



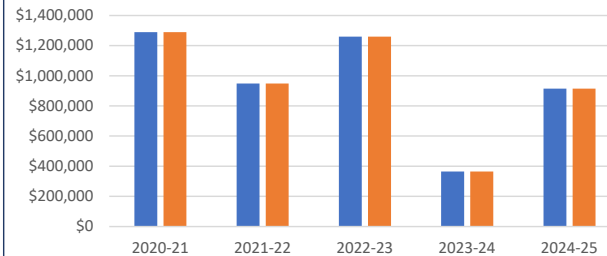
Metric Weighting



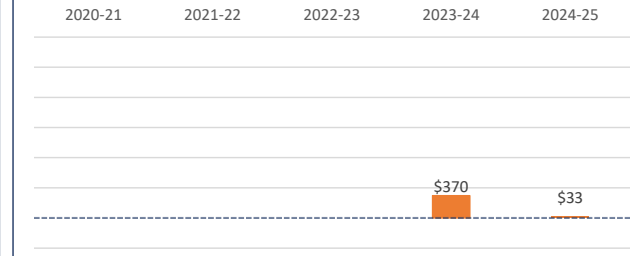
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

SMA3 Dashboard - Metric 2

Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources
Graduate Employment Earnings	Skills & Competencies (Institution-specific)

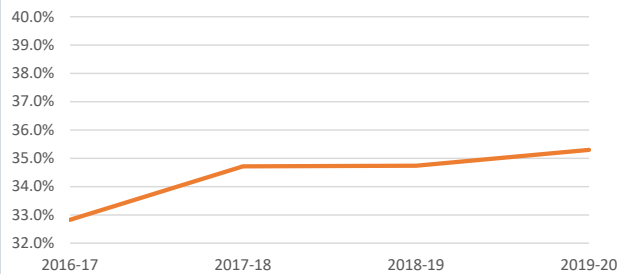
Definition

Proportion of enrolment in an institution's program area(s) of strength.

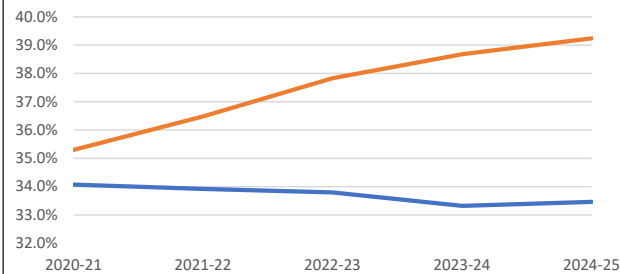
Data Source

University Statistical and Enrolment Report (USER), Enrolment data collection

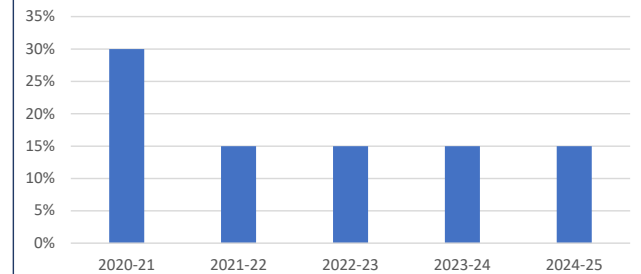
Historical Values



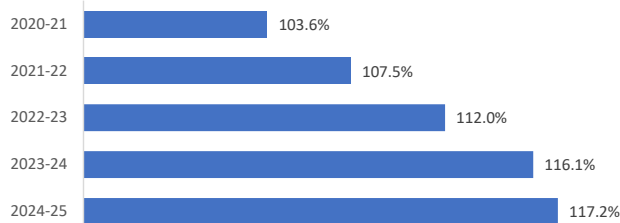
Performance Target to Actual



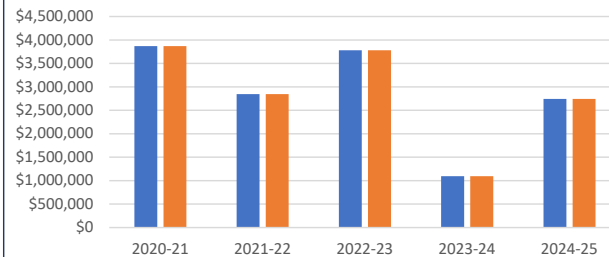
Metric Weighting



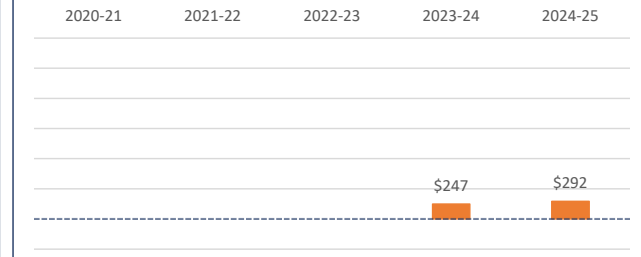
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

SMA3 Dashboard - Metric 3

Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources
Graduate Employment Earnings	Skills & Competencies (Institution-specific)

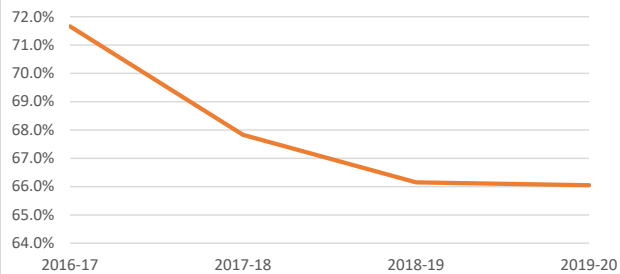
Definition

Proportion of all new, full-time, year one university students of undergraduate (bachelor or first professional degree) programs who commenced their study in a given fall term and graduated from the same institution within 7 years.

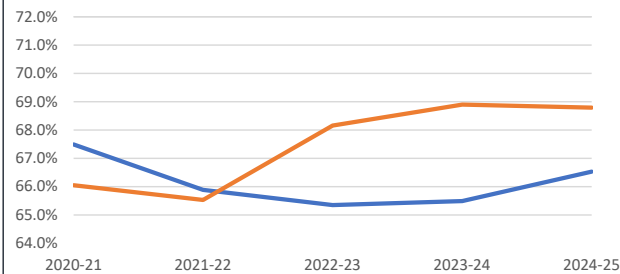
Data Source

University Statistical and Enrolment Report (USER) - Enrolment and Degrees Awarded data collections

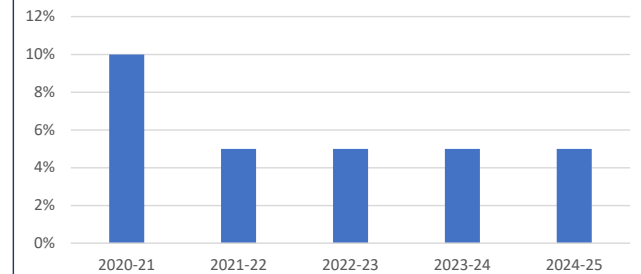
Historical Values



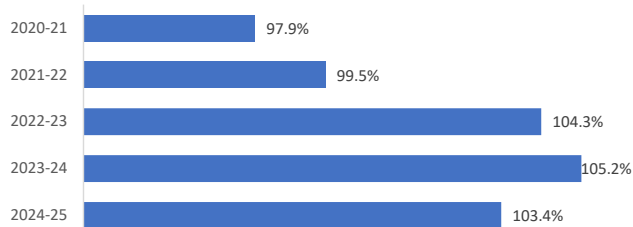
Performance Target to Actual



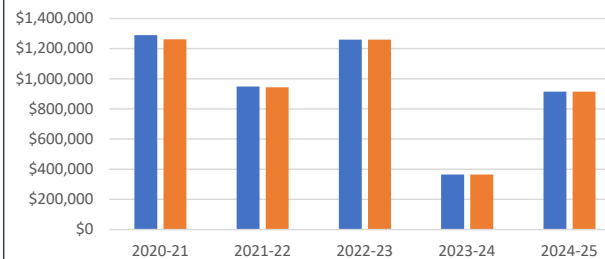
Metric Weighting



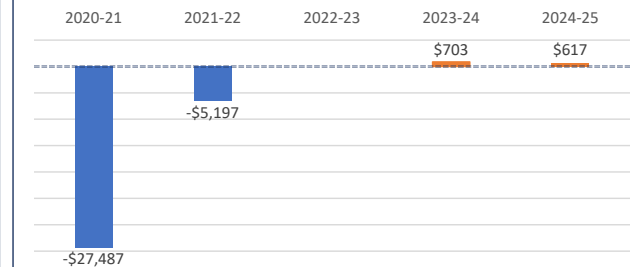
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

SMA3 Dashboard - Metric 4

Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources
Graduate Employment Earnings	Skills & Competencies (Institution-specific)

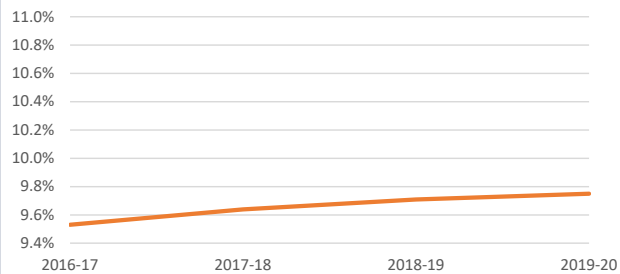
Definition

Institutional enrolment share in the population of the city (cities)/town(s) in which the institution is located.

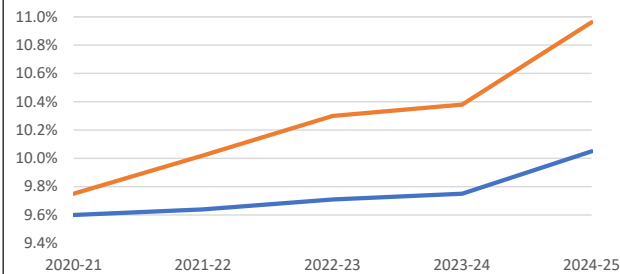
Data Source

University Statistical Enrolment Report (USER), Enrolment data collection; Census Data (Statistics Canada)

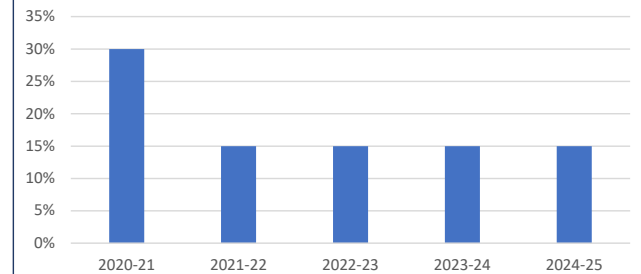
Historical Values



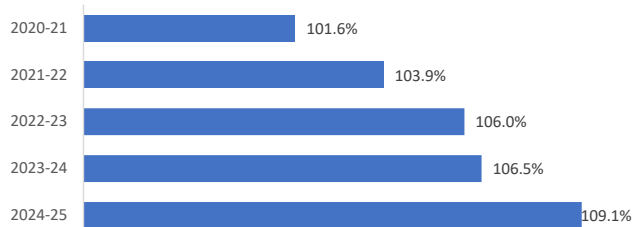
Performance Target to Actual



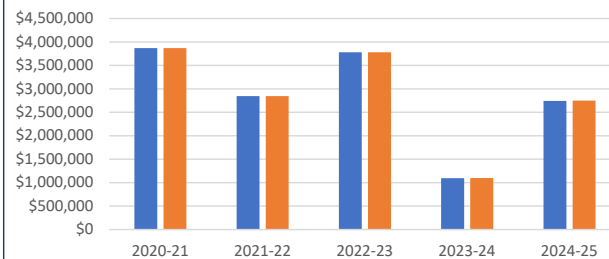
Metric Weighting



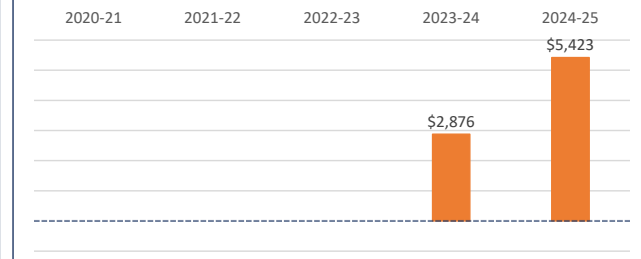
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



Note: Metrics 1-6 active during Year 1 (2020-21)
Metrics 1-9 active during Year 2 (2021-22)
Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

SMA3 Dashboard - Metric 5

Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources
Graduate Employment Earnings	Skills & Competencies (Institution-specific)

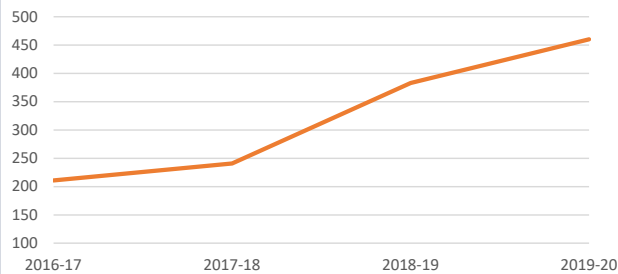
Definition

The number of assessment-based student work-related placements in Durham/Northumberland Region.

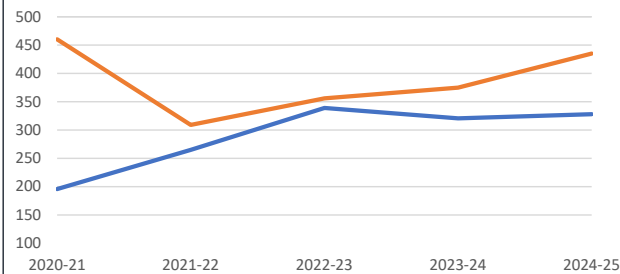
Data Source

Institutional Experiential Learning Database

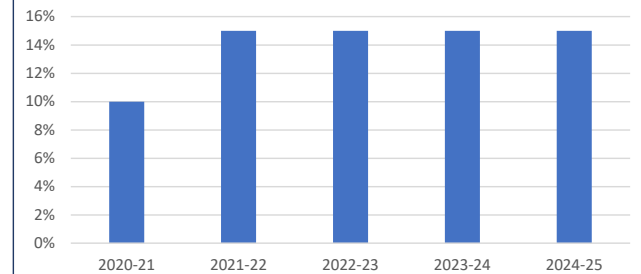
Historical Values



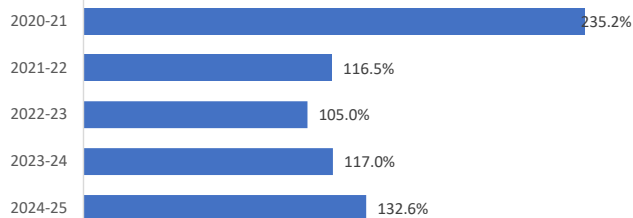
Performance Target to Actual



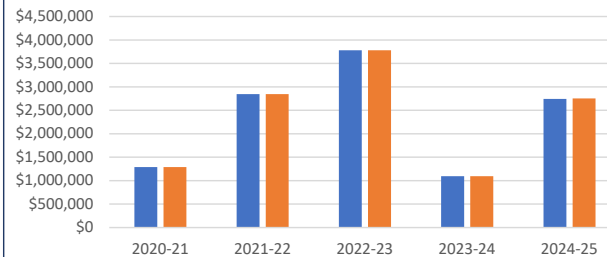
Metric Weighting



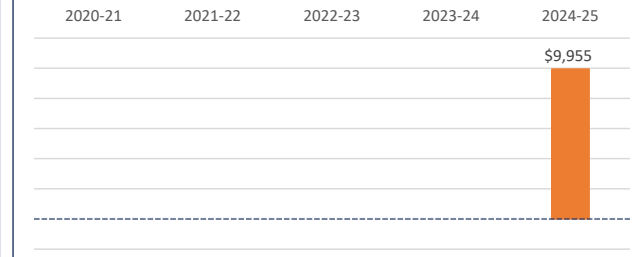
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

SMA3 Dashboard - Metric 6

Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources
Graduate Employment Earnings	Skills & Competencies (Institution-specific)

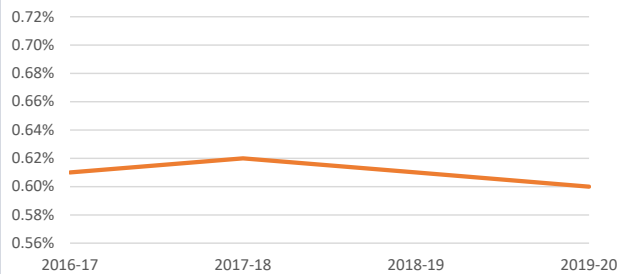
Definition

Amount of funding received by university from federal research granting agencies and proportion of total Tri-Agency funding received by Ontario universities.

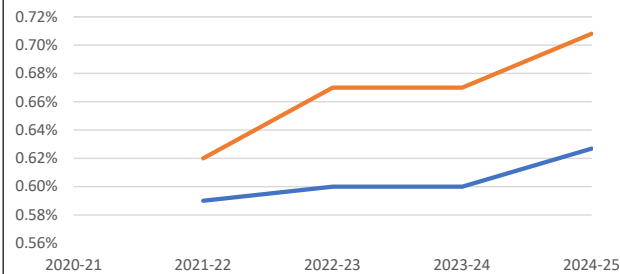
Data Source

Research Support Program, The Tri-Agency Institutional Programs Secretariat (TIPS)

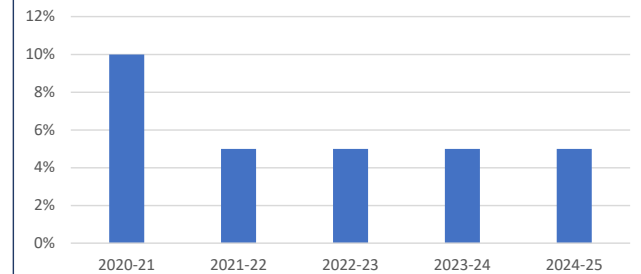
Historical Values



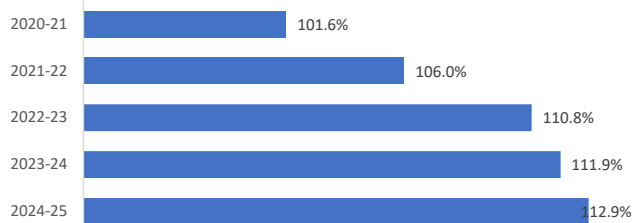
Performance Target to Actual



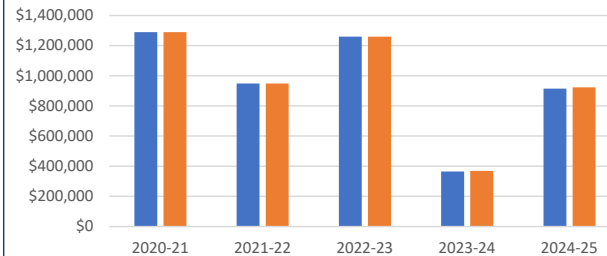
Metric Weighting



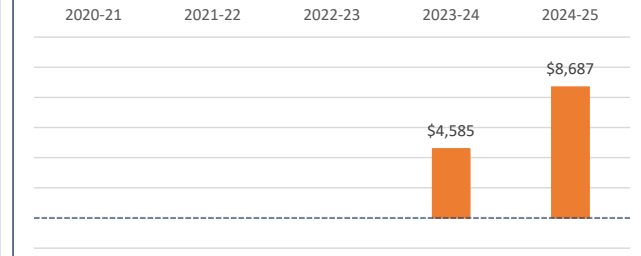
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



Note: Metrics 1-6 active during Year 1 (2020-21)
Metrics 1-9 active during Year 2 (2021-22)
Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

SMA3 Dashboard - Metric 7

Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources
Graduate Employment Earnings	Skills & Competencies (Institution-specific)

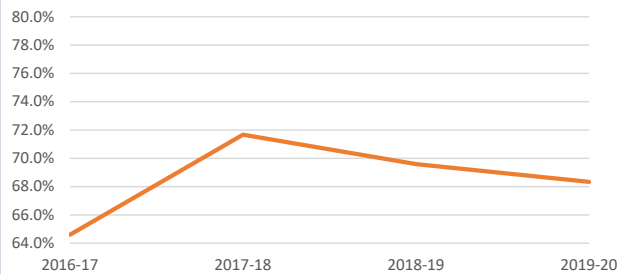
Definition

Number and proportion of graduates in undergraduate programs, who participated in at least one course with required Experiential Learning (EL) component(s).

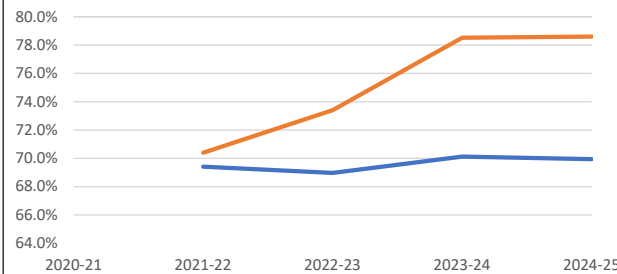
Data Source

Institutional data

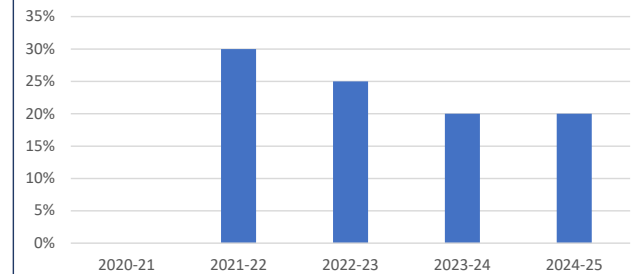
Historical Values



Performance Target to Actual



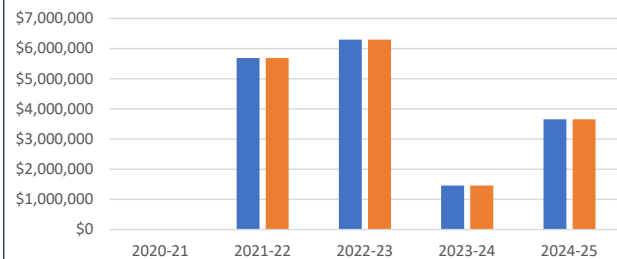
Metric Weighting



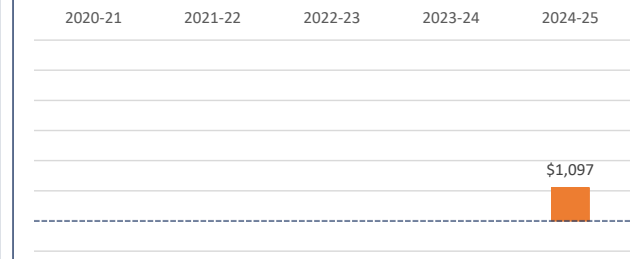
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



Note: Metrics 1-6 active during Year 1 (2020-21)
Metrics 1-9 active during Year 2 (2021-22)
Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

SMA3 Dashboard - Metric 8

Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources
Graduate Employment Earnings	Skills & Competencies (Institution-specific)

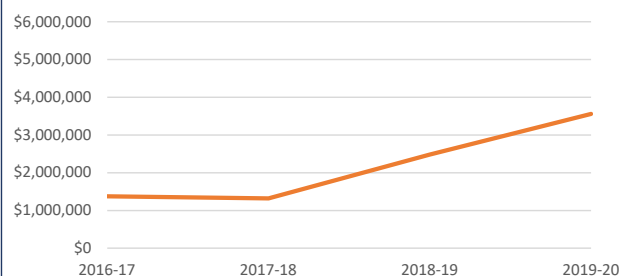
Definition

Total research revenue attracted from private sector and not-for-profit sources

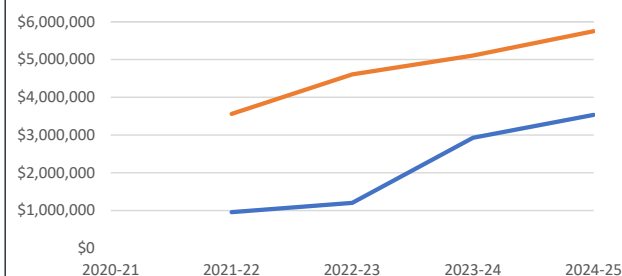
Data Source

Council of Ontario Finance Officers (COFO)

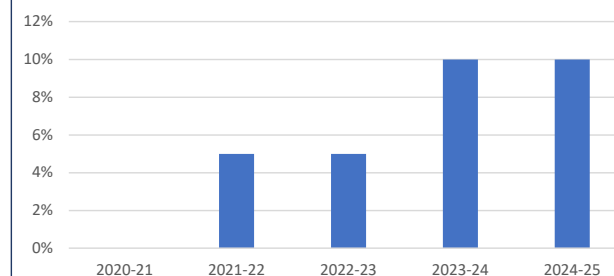
Historical Values



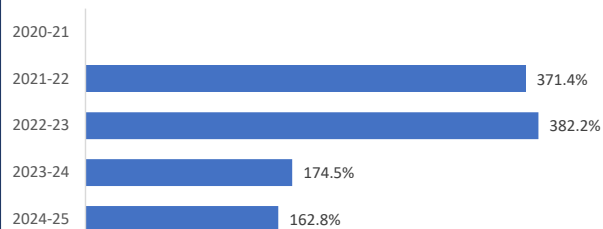
Performance Target to Actual



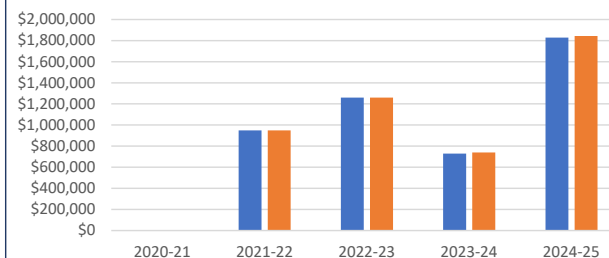
Metric Weighting



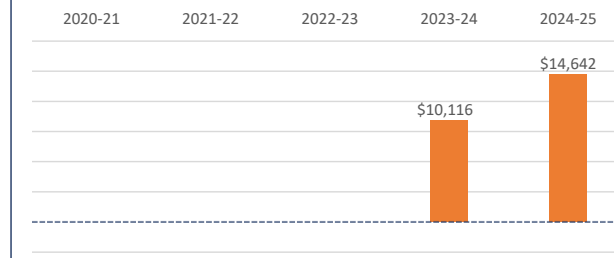
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

SMA3 Dashboard - Metric 9

Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources
Graduate Employment Earnings	Skills & Competencies (Institution-specific)

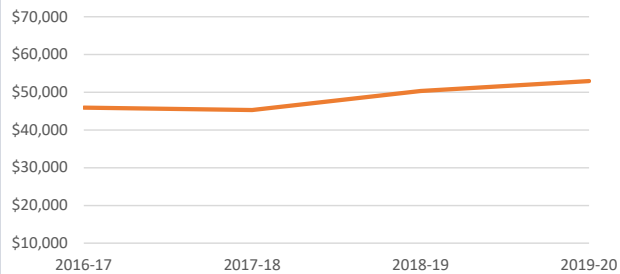
Definition

Median employment earnings of university graduates, two years after graduation.

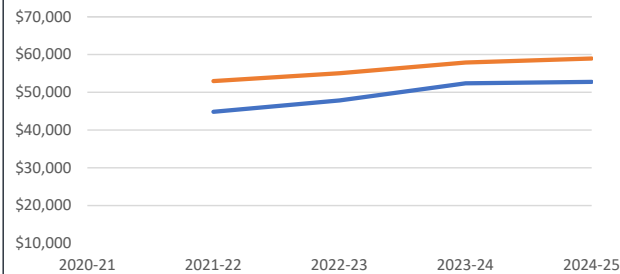
Data Source

Education and Labour Market Longitudinal Platform (ELMLP), Statistics Canada

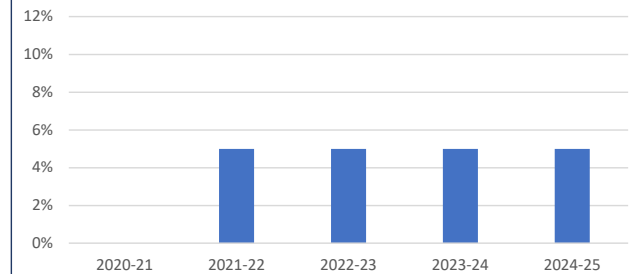
Historical Values



Performance Target to Actual



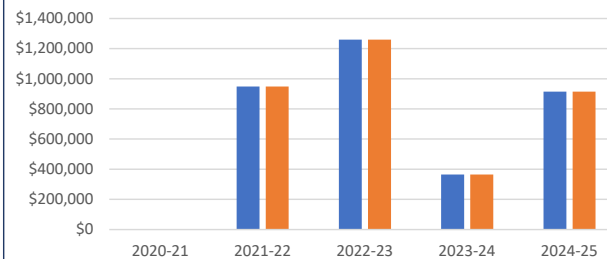
Metric Weighting



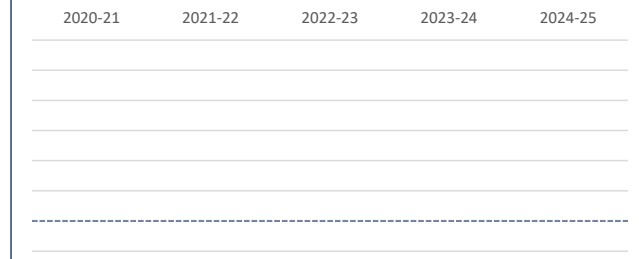
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



Note: Metrics 1-6 active during Year 1 (2020-21)
Metrics 1-9 active during Year 2 (2021-22)
Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

SMA3 Dashboard - Metric 10

Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources
Graduate Employment Earnings	Skills & Competencies (Institution-specific)

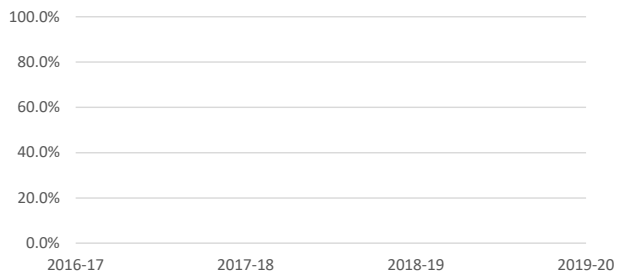
Definition

Proportion of graduates of undergraduate (bachelor or first professional degree) programs who consider the skills they developed to be, “Quite a bit” or “Very much” attributed to their university program.

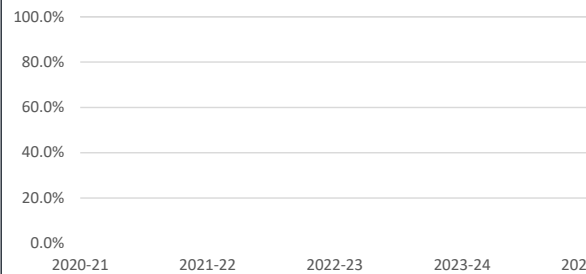
Data Source

2023 NSSE Q18 (Senior Year Students) for SMA3 Yr4, Internal Graduation Survey Q1 for SMA3 Yr5

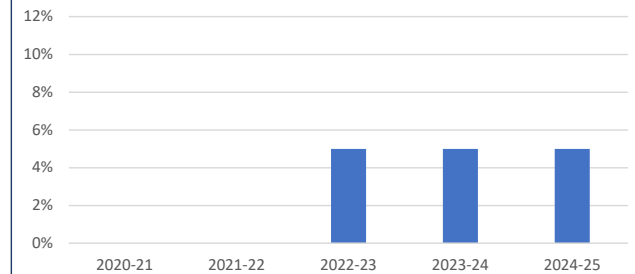
Historical Values



Performance Target to Actual



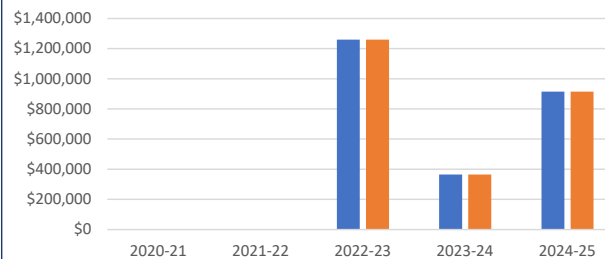
Metric Weighting



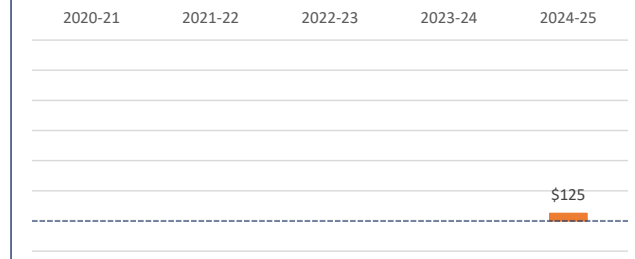
Achievement



Notional and Actual Allocation



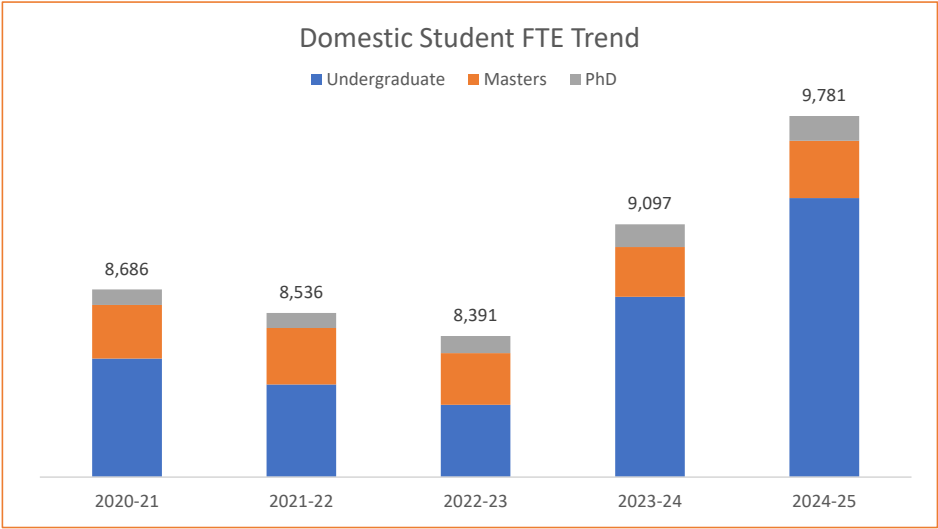
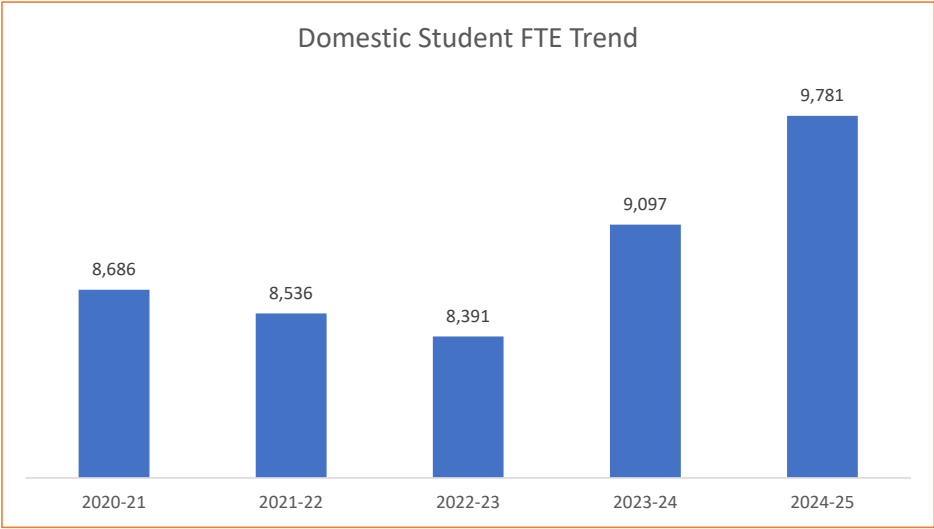
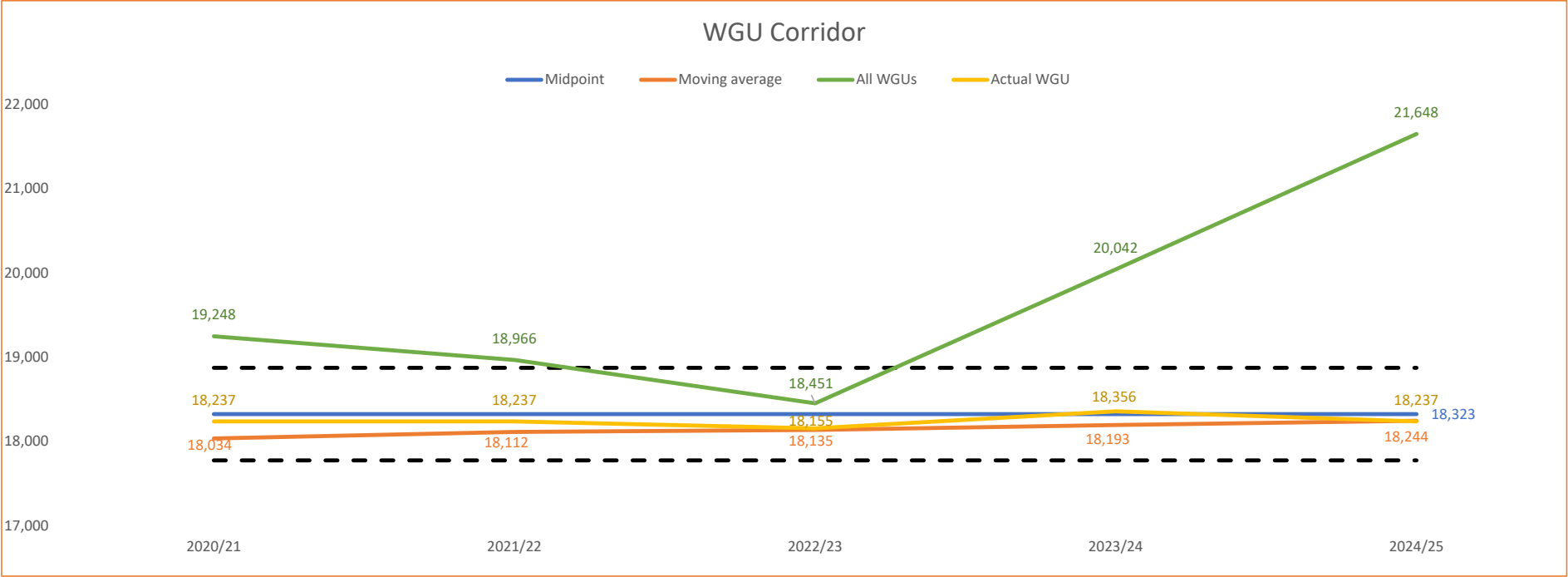
Unachieved/Additional Allocation



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward
 (Metrics 10: Skills & Competencies metric began in Fall 2022, as such there is no data prior to this year to report.)

Data not appearing indicates full allocation achieved

MCURES Enroment Based - Corridor Funding



COMMITTEE REPORT

SESSION:

Public

☒

Non-Public

☐**ACTION REQUESTED:**

Decision

☐Discussion/Direction
Information☐☒**TO:**

Strategy & Planning Committee (S&P)

DATE:

June 11, 2026

PRESENTED BY:Dr. Lori Livingston, Provost and Vice-President, Academic
Sarah Thrush, Associate Vice-President Planning and
Strategic Analysis**SUBJECT:**2025-2026 Continuous Learning Annual Report

BACKGROUND/CONTEXT & RATIONALE:

As part of the annual reporting process, Continuous Learning provides an annual report to Academic Council and the Board for information that provides a summary of the program offerings, enrolments in programs as well as major activities to expand professional development program offerings.

The Micro-credentials and Continuous Learning Committee annual report to Board Strategy and Planning is included in this package.

IMPLICATIONS:

This is an annual report that is reported to Academic Council and the Board for information.

ALIGNMENT WITH MISSION, VISION, VALUES & STRATEGIC PLAN:

As Continuous Learning expands its program offerings and partnerships, we can provide the community with more flexible and accessible training options while also generating alternative sources of revenue for the University. Our programming and outreach specifically align with the Learning Re-imagined and Partnerships priorities of the IARP as well as the differentiated growth strategy.

SUPPORTING REFERENCE MATERIALS:

Continuous Learning Annual Report 2025-2026

Continuous Learning Annual Report

2025-2026

Reporting period: April 1, 2025 to March 31, 2026

1,334 Open enrollment registrations	1,231 Corporate training registrations	15 Corporate training contracts	1,944 Summer camp registrations
Major 2025-2026 activity included the Nuclear Career Accelerator, new nuclear and cybersecurity programming, expanded corporate training, Ontario Shores micro-credential transition, and continued growth in summer camps.			

Prepared by: Continuous Learning

Ontario Tech University

Contents

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Appendices are summary-level and are intended for Board reporting. Detailed operational data remain in the internal master spreadsheet.

Background

Established in 2019, Ontario Tech University's Continuous Learning Department is the hub for not-for-credit and non-degree programming. The Department works with Faculties across campus to build a growing suite of flexible learning options (e.g. certificate programs, micro-credentials, stackable credentials) and other learning opportunities that support lifelong learning.

Continuous Learning promotes and facilitates flexible and dynamic non-degree learning initiatives independently and in collaboration with Faculties that align with the university’s strategic priorities of re-imagining learning, developing partnerships, and differentiated growth.

In 2025-2026, Continuous Learning had a significant year of growth and program development, supported in part by the Upskills Canada Palette grant for the Nuclear Career Accelerator (NCA). Major activities included delivery and expansion of the NCA, development of Nuclear Project Management (NPM) and Cybersecurity for Energy programming, transition and approval of 26 Ontario Shores mental health micro-credentials, and continued development of the KW program. The following sections outline a summary of the 2025-26 continuous learning activities.

2025-2026 Activity

Continuous Learning Growth 2022-2023 through 2025-2026

Area	2022-2023	2023-2024	2024-2025	2025-2026
Open Enrollment Registrations	296	561	782	1,334
Corporate Training Contracts	8	8	12	15
Corporate Training Registrations	-	-	-	1,231
Summer Camps Registrations	1,281	1,706	1,912	1,944

From April 2025 to March 2026, Continuous Learning continued to experience significant growth across open enrollment, corporate training, and summer camps activity. Open enrollment registrations increased from 782 in 2024-2025 to 1,334 in 2025-2026, representing a 70.6% increase. Corporate training activity also expanded, with 15 corporate training contracts, a 25.0% increase over the previous year. Continuous Learning also began tracking corporate training registrations as a separate metric in 2025-2026, recording 1,231 registrations. Summer Camps remained strong, increasing from 1,912 registrations in 2024 to 1,944 registrations in 2025.

Open Enrolment

From April 2025 to March 2026, Continuous Learning recorded 1,334 open enrollment registrations. This growth reflects strong learner demand across several areas, including nuclear, AI, education, health, and professional development programming.

Corporate Training

Ontario Tech's Continuous Learning unit continued to strengthen and expand partnerships with industry, community, health care, education and government partners. In 2025-2026, corporate training activity expanded to 15 contracts and 1,231 registrations. Corporate training registrations are being reported as a new metric this year; as a result, year-over-year registration comparisons are not yet available.

New Agreement/Clients

- Ontario Power Generation - custom course suite
- Ontario Power Generation - Advanced Operations Overview for Managers (AOOM)
- Grandview Kids - Leadership of Excellence Program and Lean White Belt sessions
- Ontario Shores - Leadership Excellence Program
- Regional Municipality of Durham - Leadership Excellence Program cohorts and Master's Certificate in Public Sector Management seats
- City of Oshawa - Leadership Excellence Program, stand-alone Introduction to Generative AI, and Master's Certificate in Public Sector Management seats
- Municipality of Port Hope - Leadership Excellence Program
- City of Pickering - Leadership Program and Change Management for Leaders
- Municipality of Clarington - Leadership Program
- Fidelity Canada - Generative AI for Leaders Program
- Trillium Lakelands District School Board

Business Development - New Partnership Programs

Corporate training growth in 2025-2026 was driven by repeat partnerships and new sector relationships. The year included continued demand for municipal leadership development, expanded work with Ontario Power Generation, the launch of AI-focused corporate training with Fidelity Canada and the City of Oshawa, and additional public-sector training with partners such as the City of Pickering, Municipality of Clarington and Trillium Lakelands District School Board.

Strategic Partnership and Program Transition Activity

Continuous Learning also expanded its role in partnership-based program development and delivery. The department received a contract with KW Habilitation to build seven Operational Leadership micro-credentials. These micro-credentials support leadership development in the developmental services sector and build on the department's growing portfolio of applied, workplace-focused programming.

Continuous Learning successfully transitioned 26 Ontario Shores mental health micro-credentials from the Ontario Tech Talent organization into the department's portfolio and signed a memorandum of understanding to continue working with Ontario Shores to offer these courses to its staff. The department also assumed responsibility for a contract with Participation House Durham to offer developmental services courses.

This activity reflects a stronger corporate training pipeline and a broader mix of leadership, AI, nuclear, public-sector, health, developmental services, and organizational development offerings. The introduction of corporate training registrations as a metric will also allow Continuous Learning to report more clearly on training volume in future annual reports.

Summer Camps

The Summer Camps program, offered in partnership with the Fraser Faculty of Education and the Faculty of Engineering and Applied Sciences, provides fun, hands-on opportunities for kids, ages six to seventeen, to learn and explore their curiosity. This STEM-based program runs annually for eight consecutive weeks, from July to August. The program makes meaningful connections with many students, staff and alumni community members, and highlights Ontario Tech as a great place to study – and play. The 2025 Summer Camps program recorded 1,944 camper registrations (non-unique), a slight increase over the previous summer, despite the 7-week schedule required by the mid-week Canada Day – compared to 8 weeks in normal summers.

2025 Summer Camp Offerings by Camp Type

Total Camps Offered	Unique Offerings
55	40

Continuous Learning Development Initiatives

Upskills Canada Palette Grant: Nuclear Career Accelerator Program

The Nuclear Career Accelerator (NCA) Program was a major 2025-2026 development initiative for Continuous Learning and one of the most significant outcomes of the Upskills Canada Palette grant. The grant-funded registration period generated substantial demand, with more than 1,000 applications from learners interested in transitioning into the nuclear sector.

Continuous Learning accepted 270 learners into the grant funded NCA Program in 2025-2026, with extremely high completion and learner satisfaction rates. The program supported mid-career technical professionals and engineers by combining practical nuclear-sector learning, employer-informed micro-credentials, and career transition supports.

With the support of Co-operative Education, Experiential Learning and Career Development (CEELCD), the program provided significant career supports and tracked positive employment outcomes for learners. Career development activities included individual support, employer engagement, and opportunities for learners to connect directly with nuclear-sector organizations.

Employer engagement was a key strength of the program. Continuous Learning and CEELCD hosted two nuclear networking nights with more than 120 learners in attendance, delivered industry lunch-and-learn sessions, and promoted the program through sector outreach, including at the Canadian Nuclear Association event.

By the end of the reporting period, Continuous Learning had also prepared the NCA Program for a non-funded launch, positioning the program to continue beyond the initial grant-funded delivery model and to support ongoing nuclear workforce development needs.

Micro-credentials and Continuous Learning Committee (MCLC) Report

The Micro-credentials and Continuous Learning Committee supports the review and approval of an increasingly diversified suite of non-degree programs, courses, certificate programs, and micro-credentials. In 2025-2026, the

Committee continued to support the expansion of Continuous Learning programming through approvals connected to healthcare, developmental services, mental health, nuclear and energy, cybersecurity, artificial intelligence, leadership, and space-sector learning.

The Committee also continued to support process improvement for micro-credential and non-credit offering approvals. Continuous Learning used the approved quality assurance approach and Curriculum-based review process to manage submissions and present program information for Committee review.

Committee Activity

The Micro-credentials and Continuous Learning Committee meets as needed. Between April 1, 2025, and March 31, 2026, the Committee reviewed and approved new programs, certificate programs, courses, and micro-credentials to support the continued growth of Ontario Tech's Continuous Learning portfolio.

New Program and Certificate Program Approvals

1. 6 STEPS Pipeline Micro-credentials: Introduction to Healthcare Simulation
2. AI Essentials for Lifelong Learners Certificate of Completion
3. AI Integrated Cybersecurity University Certificate
4. Foundations of Space and Cybersecurity University Certificate Program
5. Operational Leadership in Developmental Services University Certificate Program
6. Nuclear Career Accelerator Certificate Program and Micro-credentials
7. Nuclear Project Management Micro-credential Program
8. Ontario Shores - Mental Health Micro-credentials

Operational Leadership in Developmental Services approved courses:

1. Transition to Operational Leadership
2. Time Management in Operational Leadership
3. Financial Literacy
4. Building High-Performing Teams
5. Supervision and Performance Evaluation
6. Conflict Management
7. Change Management

Nuclear Career Accelerator approved micro-credentials:

1. Nuclear Fundamentals
2. Operations Overview
3. Regulations and Safety
4. Nuclear in Society
5. Life Cycle Assessment
6. Materials & Fuels
7. Nuclear Supply Chain
8. Nuclear Project Management Fundamentals
9. Next Generation Nuclear
10. Waste Management

New Micro-credential Approvals

The Committee approved several additional micro-credential groups, including healthcare, mental health, developmental services, nuclear and energy, cybersecurity, digital skills, data analysis, project management, and workforce development offerings.

Digital Skills Micro-credentials for Healthcare Professionals:

1. Digital Technology Foundations (Digital Basics in Care)
2. Digital Technology for Good (Digital Communication & Ethics)
3. Data and Digital Technology
4. Digital Technology in Complex Systems (Navigating Complexity)
5. Frontline Digital Leadership

Ontario Shores Mental Health Micro-credentials:

1. Dual Diagnosis for Clinicians in Mental Health
2. Trauma Informed Care
3. Mental Health Pharmacology
4. Mental Status Assessment
5. Common Mental Illnesses: Assessment and Documentation
6. Addictions & Concurrent Disorders: Motivational Interviewing (MI)
7. Cognitive Behavioral Therapy
8. Suicide Prevention: Risk Assessment and Intervention
9. Crisis Prevention, De-escalation and Debriefing in Mental Health
10. Mental Health Law: Health Teaching and Decision-Making
11. Behavioural Interventions in Mental Health
12. Delirium, Depression, and Dementia in Older Adults
13. Personality Disorders
14. Mastering Clinical Documentation: Strategies for Nurses and Allied Health
15. Forensics in Mental Health
16. Dialectical Behavior Therapy
17. Promoting Self-Care and Resilience
18. Psychological and Cultural Safety
19. Recovery in Mental Health
20. Ethical Decision-Making in Mental Health
21. Therapeutic Communication, Relationships and Boundaries
22. Building Inclusive and Equitable Practices within Mental Health
23. Adolescents And Mental Health Interventions

Micro-credentials in Change and Project Management for Nurses and Allied Health Professionals:

1. Change Management Monitoring
2. Managing Resistance to Change
3. Change Management Methodologies
4. Project Charter
5. Project Selection
6. Project Management Methodologies
7. Agile Project Initiation

Data Analysis and Project Management Micro-credentials for Energy Professionals:

1. Energy Project Management Fundamentals
2. Descriptive and Diagnostic Data Analytics in Energy with Excel
3. Data Visualization with Excel for Energy
4. Power BI for Data Energy Insights
5. Descriptive and Diagnostic Data Analytics in Energy with Python
6. Core Project Management Skills for Energy Professionals

Micro-credentials on Data Analysis and Reporting for Allied Health Professionals:

1. Microsoft Excel Fundamentals I
2. Microsoft Excel Fundamentals II
3. Data Visualization with Excel
4. Dashboards and Quality Improvement Metrics with Excel
5. Data Reporting
6. Quality Improvement in Healthcare Data Analytics: Process Mapping
7. Quality Improvement in Healthcare Data Analytics: Root Cause Analysis
8. Quality Improvement in Healthcare Data Analytics: Future State Development
9. Quality Improvement in Healthcare Data Analytics: PDSA Quality Model

Cybersecurity for Energy Micro-credentials:

1. Cybersecurity for Energy: Security Gap Assessment
2. Cybersecurity for Energy: Incident Reporting & Response in Energy
3. Cybersecurity for Energy: Vulnerability Assessment in Energy

Micro-credentials Designed in Partnership with Participation House Durham:

1. Dual Diagnosis for Direct Support Professionals
2. Crisis Prevention, De-escalation, and Debriefing in Developmental Services
3. Suicide Interventions in Developmental Services
4. Personality & Mood Disorders in Developmental Services
5. Transition from Clinical to Community Living in Developmental Services
6. Fostering Trust and Psychological Safety in Developmental Services
7. Trauma-Informed Care for Developmental Services
 1. Addictions & Concurrent Disorders in Developmental Services
 2. Mental Status Assessment in Developmental Services
 3. Mental Health Law in Developmental Services

Summary

The 2025-26 year marked significant capacity building in Continuous Learning as well as new program offerings and enrolment growth. Continuous Learning plays a critical role in addressing the needs of non-traditional learners to up-skill, re-skill or develop new skills to meet the evolving needs of the labour force. Continuous Learning looks forward to developing innovative programs in partnership with internal and external partners that will provide

bridges for students to new career opportunities as well as pathways to degree programs in the future as part of the universities differentiated growth plans.

The following appendices provide details of the 2025-2026 Continuous Learning activity, including activity volume, portfolio areas, corporate training and strategic partnerships, new program and micro-credential development, and summer camps.

APPENDIX A: 2025-2026 Activity Summary

This appendix summarizes Continuous Learning activity for the 2025-2026.

Measure	2025-2026 activity	Board-level significance
Open enrollment registrations	1,334	Increase from 782 in 2024-2025, representing 70.6% growth.
Corporate training contracts	15	Increase from 12 in 2024-2025, representing 25.0% growth.
Corporate training registrations	1,231	New metric introduced in 2025-2026 to better capture custom and contract training volume.
Summer camps registrations	1,944	Continued high-volume community engagement through child and youth programming.
Nuclear Career Accelerator learners	270	Grant-funded learners supported through a flagship workforce transition program.
Nuclear Career Accelerator applications	Over 1,000	Strong market demand for nuclear workforce development programming.
MCLC-approved activity	Multiple programs, certificates, and micro-credential groups	Expanded the approved non-credit portfolio in nuclear, AI, cybersecurity, health, mental health, developmental services, and healthcare simulation.

APPENDIX B: Activity by Portfolio

The following portfolio summary groups 2025-2026 activity into strategic areas.

Portfolio area	Selected 2025-2026 activity	What this demonstrates
Business, leadership, and AI	Leadership and Management Essentials; Strategic and Innovative Leadership; Master's Certificate in Public Sector Management; Digital Marketing; AI Essentials for Lifelong Learners; Generative AI for Leaders custom programs.	Continued demand for leadership development, public-sector training, and practical AI adoption programming.
Education	AQ/ABQ courses; AI for Teaching and Learning; Introduction to Higher Education Management; AI-related professional development for educators.	Continued strength in educator-focused professional learning and AI-enabled teaching and learning.
Health, mental health, and developmental services	Type 1 Diabetes Educator; Healthcare Provider CPR; Digital Skills for Healthcare Professionals; Ontario Shores mental health micro-credentials; KW Habilitation Operational Leadership; Participation House Durham developmental services micro-credentials.	Expanded role in health-sector, mental-health, and developmental-services workforce development.
Nuclear and energy	Nuclear Career Accelerator; Advanced Operations Overview for Managers; Nuclear Project Management; Cybersecurity for Energy; energy-focused data and project management micro-credentials.	Positioning of Continuous Learning as a key contributor to nuclear and energy workforce development.
Science and forensics	Fingerprint Analysis, Distortion and Evaluation; Quantitative Analysis for Environmental Professionals; forensic and applied science offerings.	Continued development of specialized applied science and professional practice programming.
Child and youth	Summer Camps, youth safety courses, STEM, coding, engineering, robotics, LEGO/maker, science, and Indigenous-focused programming.	Large-scale community engagement and early exposure to Ontario Tech learning pathways.

APPENDIX C: Corporate Training and Strategic Partnerships

Corporate training continued to expand in 2025-2026.

Client / partner	2025-2026 activity	Reporting note
City of Oshawa	Leadership Excellence Program, stand-alone Introduction to Generative AI, and Master's Certificate in Public Sector Management employees.	Continuing municipal leadership and AI training relationship.
City of Pickering	Leadership Program and Change Management for Leaders.	New or expanded municipal leadership relationship.
Fidelity Canada	Generative AI for Leaders Program.	New AI-focused corporate training relationship.
Grandview Kids	Leadership of Excellence Program.	Continuing / active corporate training relationship.
Grandview Kids	Lean White Belt sessions.	Additional corporate training activity.
KW Habilitation	Contract to build seven Operational Leadership micro-credentials.	New developmental-services program development contract.
Municipality of Clarington	Leadership Program.	New municipal leadership relationship.
Municipality of Port Hope	Leadership Excellence Program.	Continuing municipal leadership relationship.
Ontario Power Generation	Custom professional development course suite, including effective written communication, conflict resolution and negotiation, advanced stakeholder and change management, and advanced organizational development.	
Ontario Power Generation	Advanced Operations Overview for Managers (AOOM).	
Ontario Shores	Leadership Excellence Program.	Expanded relationship, alongside the mental health micro-credential transition and MOU.
Ontario Shores	Transitioned 26 mental health micro-credentials and signed an MOU to continue working together.	Major program transition and strategic health-sector partnership.
Participation House Durham	Transitioned contract to offer developmental-services micro-credentials.	Transitioned partnership and delivery activity.
Regional Municipality of Durham	Leadership Excellence Program cohorts and Master's Certificate in Public Sector Management employees.	Continuing and expanded public-sector leadership relationship.
Trillium Lakelands District School Board	Half-day custom training session.	New education-sector custom training activity.

APPENDIX D: New Program and Micro-credential Development

The Micro-credentials and Continuous Learning Committee approved a broad set of new programs, certificates, courses, and micro-credential groups between April 1, 2025, and March 31, 2026. The table below summarizes the development activity by strategic area.

Strategic area	Approved program or micro-credential activity
AI and cybersecurity	AI Essentials for Lifelong Learners Certificate of Completion; AI Integrated Cybersecurity University Certificate; Foundations of Space and Cybersecurity University Certificate Program.
Nuclear and energy	Nuclear Career Accelerator certificate program and micro-credentials; Nuclear Project Management Micro-credential Program; Cybersecurity for Energy micro-credentials; data analysis and project management micro-credentials for energy professionals.
Healthcare simulation and health workforce development	6 STEPS Pipeline Micro-credentials: Introduction to Healthcare Simulation; Digital Skills Micro-credentials for Healthcare Professionals; data analysis and reporting micro-credentials for allied health professionals; short micro-credentials in change and project management for nurses and allied health professionals.
Mental health	Ontario Shores mental health micro-credentials, including trauma informed care, mental health pharmacology, mental status assessment, cognitive behavioral therapy, suicide prevention, crisis prevention and de-escalation, mental health law, dialectical behavior therapy, recovery, ethical decision-making, and related topics.
Developmental services	Operational Leadership in Developmental Services University Certificate Program and seven related courses; Participation House Durham developmental-services micro-credentials.

APPENDIX E: Summer Camps Summary

Summer Camps remained one of Continuous Learning’s largest community-facing activities in 2025. The appendix summarizes the program at a level appropriate for Board reporting rather than listing each camp instance.

Measure	2025 activity
Total registrations	1,944
Season	July to August 2025
Delivery model	Primarily in-person, with selected virtual offerings.
Program areas	STEM, coding, game design, engineering, robotics, LEGO/maker activities, science, STEAM, Indigenous-focused programming, and youth safety courses.
Strategic value	The program provides community engagement, youth outreach, and early exposure to Ontario Tech’s learning environment.

COMMITTEE REPORT

SESSION:

Public

☒

Non-Public

☐**ACTION REQUESTED:**

Decision

☐

Discussion/Direction

☐

Information

☒**TO:**

Strategy & Planning Committee (S&P)

DATE:

June 11, 2026

PRESENTED BY: Dr. Lori Livingston, Provost and Vice-President, Academic**SUBJECT:**

2025-2026 Quality Assurance Annual Report

BACKGROUND/CONTEXT & RATIONALE:

As part of the annual reporting process, the Centre for Institutional Quality Enhancement (CIQE) provides an annual report to Academic Council and the Board for information that provides a snapshot of quality assurance frameworks and enhancements, academic program development and a summary of the status of Ministry Program approvals of Ontario Tech programs.

The attached Quality Assurance Annual Report outlines the quality assurance process and activities that have occurred over the past year that align our internal Quality Assurance processes with the Province's Quality Assurance principles and Framework.

IMPLICATIONS:

This is an annual report that is reported to Academic Council and the Board for information.

ALIGNMENT WITH MISSION, VISION, VALUES & STRATEGIC PLAN:

Supporting program innovations, new programs, and cyclical program review processes ensures program quality at the University is in keeping with the priorities in the Integrated Academic and Research Plan.

SUPPORTING REFERENCE MATERIALS:

2025-2026 Quality Assurance Annual Report



Quality Assurance Annual Report

April 2025 – March 2026

Centre for Institutional Quality Enhancement (CIQE)

Introduction

Oversight for the implementation and administration of the quality assurance processes resides within the office of the Provost. The day-to-day management of these processes rests with the Centre for Institutional Quality Enhancement (CIQE). The CIQE office along with the Deans and academic units implement the procedures that are outlined by the Quality Council's [Quality Assurance Framework](#) (QAF) and Ontario Tech's [Institutional Quality Assurance Process](#) (IQAP).

The University continues to see significant development of new programs and program options in support of the Differentiated Growth strategy of the University. CIQE supports this strategy and the work of Faculties and Units as they develop innovative, flexible academic programs and course offerings. Through ongoing collaboration with institutional partners, CIQE has advanced continuous improvement by refining existing processes, developing new tools and resources, and promoting greater efficiency and transparency across program development and review. These efforts are complemented by CIQE's continued advocacy with the Quality Council to reduce administrative burden and expedite approval timelines for new academic programs, while maintaining rigorous internal quality standards essential to academic excellence and accountability.

This Quality Assurance Annual Report, submitted to Academic Council and the Board of Governors, provides a snapshot of Ontario Tech's quality frameworks, enhancement initiatives, academic program development, and the status of Ministry approvals from 1 April 2025 to 31 March 2026. The report situates institutional activities within broader sector trends that emphasize responsiveness to labour market demands, interdisciplinary and technology-driven education, and societal well-being. During the reporting period, new program approvals and modifications reflected a strong focus on areas such as artificial intelligence, applied technology and analytics, strategic management and leadership, and health and social advocacy. Cyclical Program Reviews and major program modifications continue to play a critical role in revitalizing academic offerings, ensuring programs remain relevant, effective, and responsive to the evolving postsecondary landscape.

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1 Internal University Processes

1.1 New Program Ideation and Notice of Intent

All new diploma and degree programs require a new program ideation meeting and Notice of Intent (NOI) to be submitted for approval by the Provost prior to development of a full program proposal. CIQE has coordinated this process which has helped ensure that key operational concerns and opportunities for efficiency are considered early in the development process, reducing the overall timeframes for program launch.

Program ideations were conducted with representation across all Faculties considering the development of a wide range of differentiated and collaborative new degree and diploma programs and enhancements to existing programs, with a particular focus on pathways between undergraduate, graduate, professional and research-based programs and opportunities to ladder credentials.

This reporting year, there were five new Notices of Intent submitted. Submission of the full new program proposal to Academic Council must be completed within two years of the NOI approval. Further information about the new program development process is available [here](#).

- BEng – Artificial Intelligence
- BEng – Civil Engineering
- GDip – Railway Engineering
- MSc – Molecular Diagnostics
- GDip – Advanced Automotive Engineering, Advanced Robotics, AI Engineering, Digital Transformation in Advanced Manufacturing, Energy Systems Engineering, Smart Grid Engineering *final names to be confirmed

1.2 Minor Curricular Changes

Minor curricular changes are changes at the course level only and may include the introduction of new courses. For the reporting timeframe there were a total of 339 minor curricular changes, these are provided by Faculty in Table 1.1 with a year-over-year comparison.

Table 1.1 Minor Curricular Changes by Faculty

Faculty	2023-2024	2024-2025	2025-2026
Faculty of Business and Information Technology	27	16	35
Frazer Faculty of Education	99	24	98
Faculty of Engineering and Applied Science	21	28	61
Faculty of Health Sciences	57	121	67
Faculty of Science	27	15	27
Faculty of Social Science and Humanities	300	44	51
Ontario Tech University	0	1	0
Total	531	249	339

This year, changes to course attributes such as prerequisites and lecture/lab contact hour allocations accounted for a significant portion of minor curricular changes submitted. These changes were submitted in support of program proposals aiming to improve clarity of program requirements, reduce administrative overhead, and increase flexibility and choice for students.

1.3 Minor Program Adjustments

Minor program adjustments impact overall program requirements but do not greatly impact the program's learning outcomes. These include the introduction of new required courses, deletion of required courses, editorial changes to degree requirements or program learning outcomes, or changes or additions to academic requirements. For the reporting timeframe there were 26 minor program adjustments, shown in Table 1.2.

Table 1.2 Minor Program Adjustments by Faculty

Faculty	2023-2024	2024-2025	2025-2026
Faculty of Business and Information Technology	7	4	3
Frazer Faculty of Education	3	2	1
Faculty of Engineering and Applied Science	7	10	11
Faculty of Health Sciences	6	4	3
Faculty of Science	2	3	3
Faculty of Social Sciences and Humanities	6	4	5
Total	31	27	26

2 External Approval Processes: The Ontario Universities Council on Quality Assurance (Quality Council) and the Ministry of Colleges, Universities, Research Excellence and Security (Ministry)

2.1 New Program Approvals

The new program approval process applies to both new undergraduate and graduate degree programs and is used to secure the academic standards of new programs and to assure their ongoing improvement. The Quality Council reviews new programs and has the final authority to approve or decline new programs. During the reporting year there were three new degree programs submitted to the Quality Council. Table 2.1 provides a list of the new degree programs submitted to and approved by the Quality Council during the reporting period. In addition to these, a Bachelor of Business Analytics and Artificial Intelligence and a Bachelor of Engineering in Artificial Intelligence Engineering were developed during the reporting cycle and will be submitted to the Quality Council in the spring of 2026.

Table 2.1 New Programs Submitted to the Quality Council

Program	Academic Council Approval Date	Quality Council Submission Date	Quality Council Approval Date
Master of Social Media Communication in Online Creators	Apr-25	Apr-25	May-25
BA- Educational Psychology	May-25	May-25	Jun-25
BScN – Second Entry	May-25	May-25	Jun-25

New programs approved by the Quality Council over the last year highlight a strong focus on applied, labour-market-aligned programs in areas such as data analytics, AI, cybersecurity, engineering, health sciences, and business. Programs increasingly embed experiential learning through co-ops, practicums, internships, and industry-engaged projects. There is also a clear movement toward interdisciplinary and

socially responsive education, integrating technical skills with broader societal considerations and advancing equity, inclusion, sustainability, Indigenous engagement, and community responsiveness.

Ontario Tech’s new BA in Educational Psychology, BScN – Second Entry, and Master of Social Media Communication in Online Creators programs help put us at the forefront of these sectoral trends and embody our mission of tech with a conscience and learning re-imagined.

Brief descriptions of all previously [approved programs](#) from the Quality Council can be found on the Quality Council’s website.

2.2 Expedited Reviews

The expedited review process applies to new graduate diplomas and may apply to new undergraduate diplomas. The Quality Council also requires this type of review when multiple new fields are added in a graduate program; they may also request an expedited review for other proposed major modifications of an existing program.

There were two programs submitted to the Quality Council for expedited review and approval during the annual reporting timeframe.

- Master of Business Analytics and Artificial Intelligence:** In late February 2026, an expedited review proposal was submitted in support of the programs’ creation of three new Fields – AI Governance, Supply Chain, and Entrepreneurship. The proposal was approved at its first review by the Quality Council Appraisal Committee in March.
- Graduate Diploma in Railway Engineering:** an expedited review proposal was submitted in late January 2026 for this new Type 3 diploma. Subsequent to multiple requests for additional information and revisions for clarity, the Appraisal Committee did approve the new Graduate Diploma in May 2026.

2.3 Major Modifications (Program Renewal and Significant Change)

Major program modifications result in substantive changes to the program’s nomenclature, requirements, and/or learning outcomes including significant changes to the learning outcomes, faculty engaged in the delivery of the program, or the addition of a new field to an existing graduate program. Table 2.2 below presents by Faculty all major modifications completed during the reporting period with a year-over-year comparison. A report of all major modifications is provided to the Quality Council annually in July.

Table 2.2 Major Modifications Governance Progress

Faculty	2023-2024	2024-2025	2025-2026
Faculty of Business and Information Technology	1	0	5
Frazer Faculty of Education	3	2	1
Faculty of Engineering and Applied Science	3	9	2
Faculty of Health Sciences	1	8	3
Faculty of Science	4	0	2
Faculty of Social Sciences and Humanities	4	11	9
Total	16	30	22

Major modifications this cycle establish a significant number of new program components and other changes that are expected to have a positive impact on student enrollment and retention, including

innovative specializations, minor programs, and pathways to and from community colleges and international universities. This year, a number of new AI-focused opportunities were added to programs across Faculties. Additionally, inter-Faculty collaboration has resulted in the development of new interdisciplinary options for students.

2.4 Submission to the Ministry

While a program can be offered once it has received approval from the Quality Council, receiving Ministry approval allows students taking these programs to be eligible for OSAP funding and allows the institution to report domestic students towards our enrolment grant corridor.

During the 2025-2026 reporting year, Ontario Tech continued its strong performance of program development and innovation, receiving approval for three innovative new programs (of a total of 18 programs approved across the province). Two programs submitted during the 2024-2025 reporting year were approved in Spring 2025.

Program	MTCU Submission Date	MTCU Approval Date
<i>PhD – Cybersecurity</i>	<i>Jan-25</i>	<i>Jun-25</i>
<i>BA Sociology, Technology and Innovation</i>	<i>Nov-24</i>	<i>Apr-25</i>
BScN – Second Entry	June-25	Pending Accreditation
Master of Social Media Communication in Online Creators	Jun-25	Oct-25
BA - Educational Psychology	Jun-25	Sept-25

Time to approval by the Ministry continues to be a challenge, sector-wide, with the average being 97 Provincial working days (typically 5-5.5 months). Factors such as external accreditation impact this time to approval, as the Ministry will not approve programs until accreditation is granted or expected, as is the case with the BScN – Second Entry program for which we expect accreditation approval in December 2026.

3 Continuous Improvement

3.1 Cyclical Program Reviews

As set by the Quality Council and the University IQAP, all existing undergraduate and graduate degree and diploma programs are subject to review once every eight years. The cyclical program review is a critical in-depth self-reflection on the program and follows an [internal timeframe](#).

Programs that have finalized their internal portions of the process and have now submitted their FAR and IP to University governance are listed below. Once all of the university governing bodies have been provided the report for information, an executive summary is then submitted to the Quality Council.

- Bachelor of Information Technology – Game Development and Interactive Media
- Bachelor of Science in Nursing
- Bachelor of Arts – Communication and Digital Media Studies

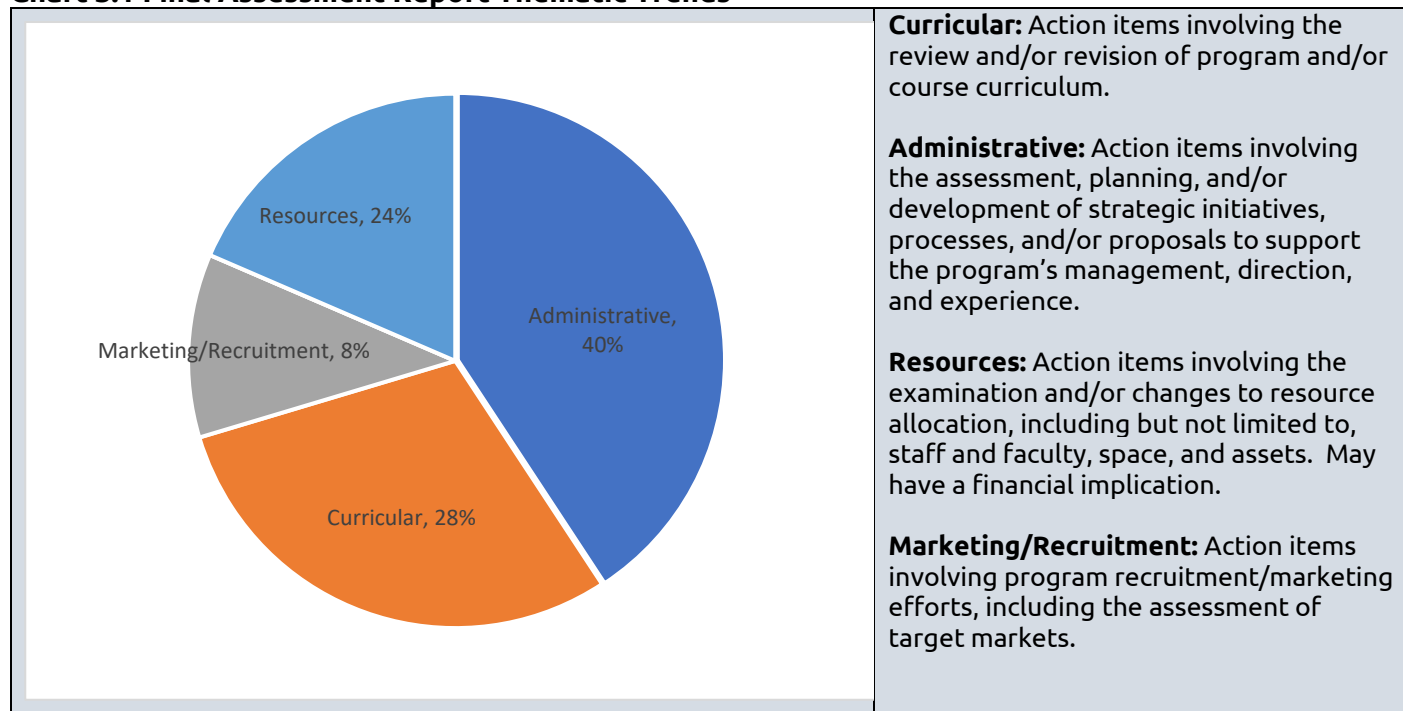
The following programs are scheduled to undergo a Program Review in the 2026-2028 cycle:

- Bachelor of Arts, Political Science

- Bachelor of Arts, Forensic Psychology
- Bachelor of Arts – Liberal Studies (name changed to General Arts and Science)
- Bachelor of Engineering – Nuclear Engineering
- PhD – Health Science
- Gdip – Workplace Disability
- Bachelor of Science – Forensic Science
- Bachelor of Arts- Educational Studies
- UG Diploma - Facilitating Adult Learning with Technology

CIQE reviews the FARs to determine if there are common themes which may be addressed centrally. A breakdown of the FAR thematic trends in the last few review cycles is outlined in Chart 3.1.

Chart 3.1 Final Assessment Report Thematic Trends



3.2 Continuous Improvement in CIQE

CIQE continues to refine processes and to leverage curriculum management systems to provide enhanced service and reporting to stakeholders across the institution. In addition to the Curricular Change report launched last year, CIQE, with support from the Office of Institutional Research and Analysis (OIRA), also successfully launched CPR and New Program tracking reports.

This past year, CIQE worked closely with the Teaching and Learning Centre (TLC) to refine its orientation and Program Learning Outcome Enhancement resources and moved to Google Classroom as its platform for completion of Program Review components. We also worked with Co-operative Education, Experiential Learning and Career Development (CEELCD) to begin a project to align core university competencies with our existing Learning Outcome and Degree Level Expectation program mapping.

CIQE also undertook an extensive review of all New Program and Program Review Templates, addressing some of the more cumbersome elements and providing additional guidance and support to program teams. This cycle, CIQE began discussions and a review of sector requirements to ensure our IQAP is current and updates are consistent with best practices and requirements. It is anticipated that a revised IQAP will be presented for approval during the next reporting cycle.

CIQE continues to work closely with IT Services, the Office of the Registrar, and our external vendors to explore additional integrations between our curricular management systems and the Student Information System (Banner).

These changes present new opportunities for further automation, clear and transparent curricular governance, and system integration.

3.3 Cyclical Audit

While CIQE strives to continuously review quality assurance processes to implement ongoing improvements, the Quality Council approves each university's [IQAP](#) and conducts a periodic audit of how the IQAP is administered to ensure that the manner in which each university facilitates curricular change and its program reviews conforms both to the university's IQAP and the Quality Assurance Framework. Ontario Tech had its last audit in the [winter of 2019-20](#), and we are scheduled to have our next audit in the winter of 2029-30.

3.4 Audit of the Quality Council and the QC Secretariat

Under the Quality Assurance Framework, the Quality Council and QC Secretariat are required to undergo a cyclical audit at least once every eight years. The second such review is currently underway and is being facilitated by the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). There is also an Ontario review team that has been engaged to provide their sector review. Ontario Tech, through CIQE, has been actively engaged in this process, completing extensive surveys, participating in focus groups as offered, and participating in consultations with the external reviewers to provide feedback. We continue to advocate for innovative and forward-thinking ways to improve efficiency and maintain excellence in quality assurance practices.

4. Follow-Up Processes

4.1 New Program Monitoring

In addition to the cyclical program review every eight years, all new programs are monitored at program intake and one-year after launch. Reports are prepared for the Academic Resource Committee (ARC) to review enrolment data, admission averages, and other key metrics to assess the new program's effectiveness against planned targets in new program proposal submissions. If there are areas of concern raised at the one-year report, a subsequent report will be required to address key curricular and student data as well as any recommendations from the ARC. This year, an intake report was received for the MASc and MEng in Mechatronics Engineering. As there were no new programs launched during the last reporting period, no one-year follow-up reports were received.

4.2 CPR Follow-Up: 18-month Reports

Eighteen-month follow-up reports comment on the completion of action items outlined in the implementation plans resulting from the cyclical program reviews. ARC reviews these reports to monitor progress on and completion of action items, and to follow up as required. It falls to the Faculty to indicate when an action item has been completed. After the 18-month review the Faculty Dean and the Provost discuss any outstanding or in-progress items to be updated within the files monitored by CIQE.

All [18-month reports](#) are available on the CIQE website for reference.

5 Summary

Throughout the 2025–2026 reporting period, Ontario Tech continued to demonstrate a sustained commitment to academic growth, renewal, and innovation through a high volume of new program

development, curricular change, and program review activity. These efforts reflected strong alignment with the University's Differentiated Growth strategy and broader sector trends, particularly in areas such as artificial intelligence, applied technologies, engineering, health sciences, business, and socially responsive education. Across Faculties, this work was characterized by increasing interdisciplinarity, collaboration, and the development of flexible pathways, specializations, and credentials designed to enhance student choice, relevance, and experiential learning opportunities.

Amid this continued growth and complexity, CIQE maintained a strong focus on continuous improvement in quality assurance processes. Through refinement of internal workflows, enhancement of tracking and reporting tools, updates to templates and resources, and ongoing collaboration with institutional partners and external bodies, CIQE supported Faculties in navigating quality assurance requirements while promoting efficiency, transparency, and academic rigor. This work positions the University well to sustain innovation, meet accountability expectations, and support high-quality academic programming in an evolving post-secondary environment.

COMMITTEE REPORT

SESSION:

Public
Non-Public

☒
☐**ACTION REQUESTED:**

Decision
Discussion/Direction
Information

☐
☐
☒

TO: Strategy & Planning Committee (S&P)

DATE: June 11, 2026

FROM: Dr. Lori Livingston, Provost and Vice President, Academic
Dr. Joe Stokes, Registrar and Assistant Vice-President,
International

SUBJECT: International Student Strategy Report

COMMITTEE MANDATE:

The Committee is responsible for overseeing all aspects of the university's strategic planning efforts, including the implementation and assessment of these plans in the context of the university's vision, mission and values.

We are updating the Committee on our strategic approach to recruiting and/or enrolling international students. The purpose is to prompt further discussion on what additional strategies we need to consider and/or pursue going forward.

KEY CONSIDERATIONS FOR S&P:

Internationalization of higher education in Canada has been significantly challenged by federal government policy changes. However, it is imperative that we continue to pursue and support an internationalization strategy.

BACKGROUND/CONTEXT:

Ontario Tech continues to pursue an internationalization strategy in the wake of the immigration legislation that has capped graduate and undergraduate study permits and tarnished Canada's reputation as a premier study destination.

NEXT STEPS:

- By focusing on continuing to develop our international markets and focusing on the retention of our actively enrolled students, we are aiming to maximize our available enrolments despite the imposed federal government reductions.

- The AVP International is leading the university through a pivot to Transnational Education (TNE) models and is developing a framework for future offshore education expansion.

SUPPORTING REFERENCE MATERIALS:

- Slide Deck enclosed.



International Strategic Direction 2026-27



International Landscape



International Goals and Tactical Priorities

International Landscape

- We are now in year 3 of the IRCC international student cap legislation, and although there has been a small system rebound in international applications, many students will be denied entry to Canada
- Increased cost of living in Canada has made total degree acquisition costs to be comparable or higher than other competing destinations (a first for Canada).
- Competing study destinations (Australia and UK) are pouring massive money and resources to redevelop their international strategic footprint, while the Canadian system is contracting.



+15%

International
Graduate Student
Confirmations

35%

National **approval**
rate down from 60%
in 2023.

+21%

Off-shore
international
confirmations

-8.5%

On-shore
international
confirmations



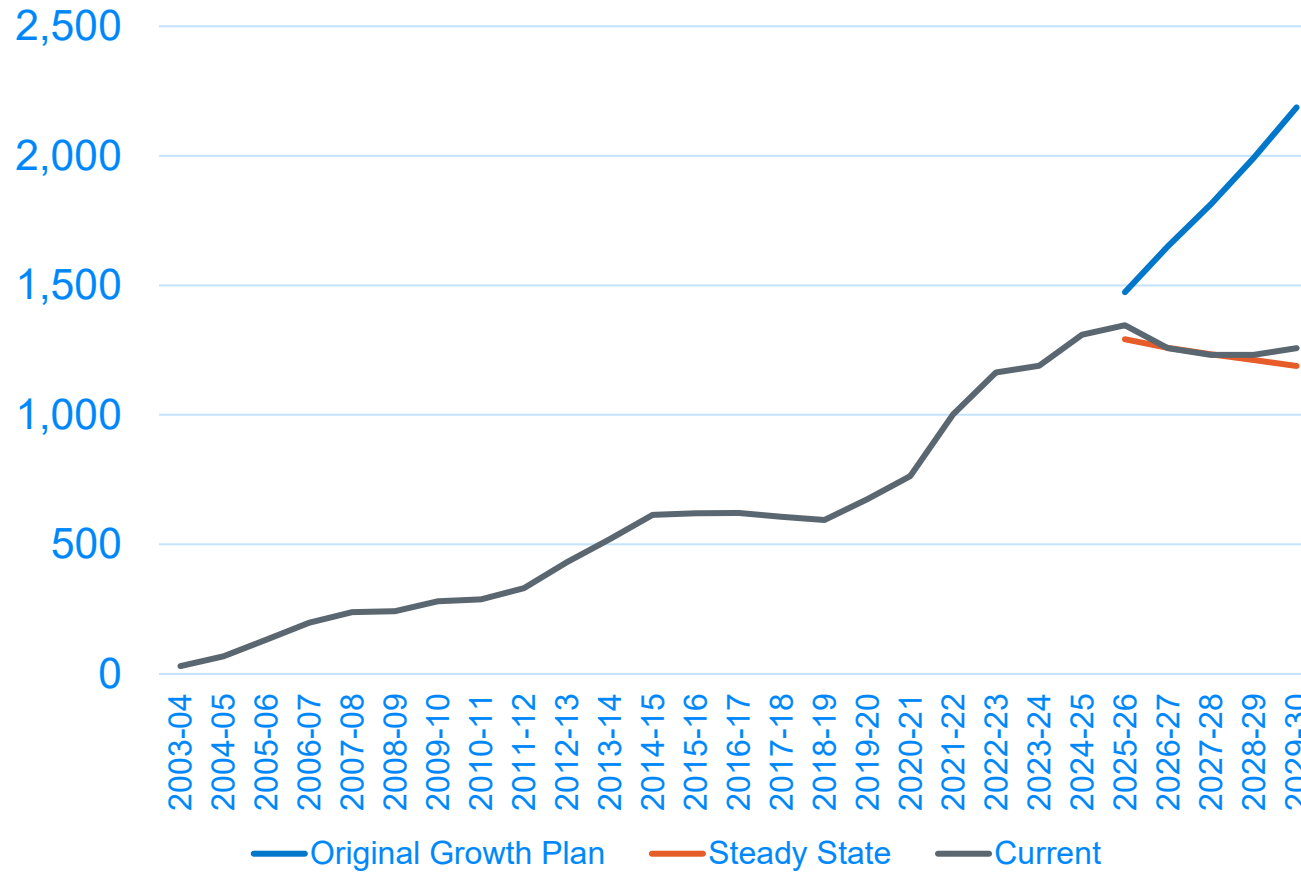


Ontario Tech Context

We are experiencing a slight rebound in confirmations, but many students still won't be able to get here.

- Graduate Confirmations 15%
- Undergraduate confirmations 21%

International Enrolments and Forecast 2003-2029 (forecast)



International Goals and Tactical Priorities 2025-2028

- Continue to develop our off-shore markets and expand in strategic areas (Africa and SEA) in order to rebound from the impact of the federal legislation
- Develop proactive immigration services with our certified immigration consultants to manage the fall out from the current federal legislation.
- Continue to enhance our international student retention of currently enrolled students, by evolving student development strategies such as immigration consulting, academic remediation and proactive advising.
- Pivot to transnational Education to export educational services opposed to import students.

COMMITTEE REPORT

SESSION:

Public

☒

Non-Public

☐**ACTION REQUESTED:**

Decision

☐Discussion/Direction
Information☐☒**TO:**

Strategy & Planning Committee (S&P)

DATE:

June 11, 2026

PRESENTED BY: Les Jacobs, Vice-President, Research & Innovation**SUBJECT:**

Strategic Research Plan Annual Report

BACKGROUND/CONTEXT & RATIONALE:

The Vice-President, Research and Innovation is pleased to provide the Strategy & Planning Committee with the first institutional report card associated with Ontario Tech University's Strategic Research Plan 2025-2030: *Advancing Inclusive Research Excellence*. The report establishes baseline and Year-1 performance measures across key indicators aligned with the university's research priorities, including research funding and intensity, partnerships, student engagement, entrepreneurship and commercialization, and equity, diversity and inclusion initiatives. The results demonstrate encouraging early progress, including increases in total awarded research funding, grant applications, partnerships, graduate enrolment, and student participation in entrepreneurship programming. These outcomes reflect the collective efforts of faculty, staff, students, and institutional partners in advancing Ontario Tech's research mission and strengthening the university's position as a research-intensive institution.

The report card is intended to support evidence-informed institutional planning and decision-making by identifying emerging strengths, trends, and opportunities for further strategic investment and development. While several areas demonstrated notable growth in the first year of implementation, the report also recognizes that many initiatives remain in the early stages of development and that continued efforts will be required to build long-term research capacity and impact. Annual updates to the report card will continue to monitor progress toward the objectives outlined in the Strategic Research Plan and help guide future priorities related to research excellence, collaboration, innovation, and inclusive research practices.

Supporting Reference Materials:

- Strategic Research Plan: Research Metrics Report Card - Year 1



STRATEGIC RESEARCH PLAN

Research Metrics Report Card - Year 1





Introduction

Ontario Tech University's *Strategic Research Plan 2025–2030: Advancing Inclusive Research Excellence* was developed in close collaboration with the Research Committee, Faculty Members and Academic Council to advance inclusive research excellence, reflect the university's research values and principles, and develop strategic attributes in support of Ontario Tech's aspiration to be a world-class research-intensive Canadian university.

To quantify institutional progress and achievements, **ten metrics with key data indicators** were developed in coordination with the Integrated Academic Research Plan. These measures focus on Ontario Tech's research enterprise and provide evidence of progress related to the Strategic Research Priorities. The indicators align with the seven established research priority areas. They are designed to reveal year-over-year accomplishments and areas of growth, supporting the development of a strong foundation of inclusive research excellence and leadership among Canada's smaller research-intensive universities. Collectively, these measures encompass research capacity and funding, scholarly outputs and impacts, partnerships and community engagement, student and trainee participation, equity and inclusion outcomes, and societal and economic contributions.

This report serves as the **first institutional report card**, documenting baseline (FY 2024-25) and first-year (FY 2025-26) measured outcomes following implementation of the Strategic Research Plan. This initial report, together with subsequent annual updates, will inform institutional decision-making related to partnerships, research chairs, strategic investments, challenges, and targeted funding opportunities. The Year-1 results reflect early progress following implementation. Combined, these data provide insight into initial impacts, emerging trends, and areas requiring further strategic attention as the university advances its research mission.

Professor Les Jacobs, PhD, FRSC, ICD.D
Vice-President, Research and Innovation
Ontario Tech University
May 2026



Report Card: Year 1

Metric	FY 2025 (Baseline)	FY 2026
EDI Commitments and Initiatives	Active EDI Sponsorships: 3; \$204,500	Active EDI Sponsorships: 4; \$62,460
	Women Profiled in <i>Women Wednesdays</i>: 65	Women Profiled in <i>Women Wednesdays</i>: 43
	Fireside Chats, Workshops, Trainings and other events hosted by Women in Research Council: 9	Fireside Chats, Workshops, Trainings and other events hosted by Women in Research Council: 10
	Women in Research Council LinkedIn Followers: 1,066	Women in Research Council LinkedIn Followers: 1,337
Entrepreneurship and Commercialization	Active Start-ups: 21 Active Patents: 17 Engaged Students: 945	Active Start-ups: 21 Active Patents: 15 Engaged Students: 1,349
External Research Partnerships and Sponsorships	Sponsors: 97 Active: 66 (68.04%) Partnerships: 45 (46.39%)	Sponsors: 119 Active: 60 (50.42%) Partnerships: 52 (43.98%)
Research Entities and Chairs	Total Chairs: 30 CRC: 8 IRC: 2 Endowed: 3 Internal: 17 Research Entities: 10 Institutes: 4 Centres: 3 Joint Research Centres: 3	Total Chairs: 28 CRC: 8 IRC: 1 Endowed: 3 Internal: 16 Research Entities: 11 Institutes: 5 Centres: 3 Joint Research Centres: 3 <i>*IRC program has been dissolved*</i>

Metric	FY 2025 (Baseline)	FY 2026
Graduate and Undergraduate Research Funding/Financial Support	URSA: 32 students, \$298,300 URSF: 54 students, \$299,717 STAR: 12 students, \$113,300	URSA: 30 students, \$292,500 URSF: <i>*numbers not available for 2026*</i> STAR: 12, \$118,300
	External Scholarships: 74; \$1,221,496 Research-based Master's: 26; \$367,167 PhD: 48; \$854,330	External Scholarships: 82; \$1,458,667 Research-based Master's: 29; \$420,667 PhD: 53; \$1,038,000
	Internal Scholarships: 186; \$843,478 Research-based Master's: 79; \$150,948 PhD: 107; \$692,530	Internal Scholarships: 179; \$869,047 Research-based Master's: 72; \$147,493 PhD: 107; \$721,554
	Graduate Research Assistanceships: 423; \$5,219,339 Research-based Master's: 234; \$2,427,761 PhD: 189; \$2,791,578	Graduate Research Assistanceships: 421; \$4,966,086 Research-based Master's: 231; \$2,486,803 PhD: 190; \$2,479,283
	Other Funding Sources: 65; \$115,923 Research-based Master's: 44; \$74,729 PhD: 21; \$41,193	Other Funding Sources: 55; \$95,242 Research-based Master's: 42; \$57,501 PhD: 12, \$37,741
	TA/RAships: 395; \$4,515,413 Research-based Master's: 255; \$2,385,847 PhD: 140; \$1,661,566	TA/RAships: 391; 5,522,164 Research-based Master's: 267; \$3,594,506 PhD: 124; \$1,927,658: 391; 5,522,164 Research-based Master's: 267; \$3,594,506 PhD: 124; \$1,927,658

Metric	FY 2025 (Baseline)	FY 2026
Graduate Student Enrolment	Enrolled Students: 12,451 Graduate: 9.49% (1,182) Traditional Graduate Programs: 546 (46.19%) Masters: 326 PhD: 220 Professional Graduate Programs: 636 (53.81%) Graduate Diploma: 42 Masters: 549 PhD: 45	Enrolled Students: 13,855 Graduate: 10.05% (1,393) Traditional Graduate Programs: 534 (38.33%) Masters: 317 PhD: 217 Professional Graduate Programs: 859 (61.67%) Graduate Diploma: 15 Masters: 793 PhD: 51
Research Intensity and Ranking	Research Intensity: Total Awarded: \$66,460 (\$14,621,315/220) Disbursement: \$89,266 (\$19,638,519/220)	Research Intensity: Total Awarded: \$80,218 (\$17,728,299/221) Disbursement: \$91,657 (\$20,256,289/221)
	(2024-25 Academic Year) Research Infosource: Canadian Undergraduate: #1 Research Universities: #37 Maclean's Primarily Undergraduate Ranking: Faculty Awards: #17 Total Research Dollars: #2	(2025-26 Academic Year) Research Infosource: Canadian Undergraduate: #1 Research Universities: #34 Maclean's Primarily Undergraduate Ranking: Faculty Awards: #17 Total Research Dollars: #1
Postdoctoral Fellowships	Post Doc Fellowships: 21	Post Doc Fellowships: 22

Metric	FY 2025 (Baseline)	FY 2026
Ontario Tech Research Funding Awarded and Major Awards Received	Project Count : 325 Active : 143 Awarded : 1 Project Total Awarded: \$14,621,315 Cash: \$13,465,078 In Kind: \$1,156,237 Projects Awarded \$1M: 1 Projects Awarded \$500K: 2 Projects Awarded \$250K: 9	Project Count : 360 Active : 84 Awarded : 35 Project Total Awarded: \$17,728,299 Cash: \$16,794,190 In Kind: \$934,109 Projects Awarded \$1M: 2 Projects Awarded \$500K: 4 Projects Awarded \$250K: 13
	Grant Applications : 399 Active : 185 Awarded : 2 Disbursements: \$19,638,519 Cash: \$18,231,558 In Kind: \$1,406,961 Disb. \$1M: 1 Disb. \$500K: 1 Disb. 250K: 10	Grant Applications : 493 Active : 111 Awarded : 49 Disbursements: \$20,256,289 Cash: \$19,086,408 In Kind: \$1,169,881 Disb. \$1M: 1 Disb. \$500K: 2 Disb. 250K: 14
Local Partnerships and Opportunities	Durham Partners (External Only): 3 Participating Students: 40 <i>*Follows the academic year</i>	<i>* we are one year behind on Experiential Learning data as it follows the Academic year*</i>
	Mitacs: Applications: 17 Actives: 14 Project Total: \$373,000 Disbursement: \$829,000	Mitacs: Application: 24 Awarded: 12 Project Total: \$537,500 Disbursements: \$785,000

Closing Statement

Within the first year of implementing the Strategic Research plan, several research priority areas indicated early growth.

EDI commitments and initiatives showed broader participation, reach and commitment

- Sponsorships increased (4; 33.3%)
- Events increased (10; 11.1%)
- LinkedIn followers increased (1,337, 25.4%)

Entrepreneurship and commercialization demonstrated successful programming and consistency in venture outputs

- Higher number of students engaged (1,337; 42.8%)
- maintained active startups (21)

Student enrollment revealed growth across the board but especially at the graduate and primarily professional programs

- Total enrollment increased (13,855; 11.3%)
- Graduate student enrolment increased (1,393; 17.8%)
 - Professional program enrollment increased (859; 35.9%)

Overall, there were volume increases and funding success. A result of multiple, allied factors supporting one another to improve organizational outcomes

- Project count increased (360; 10.8%)
- Grant applications increased (493; 23.6%)
- Sponsorships increased (119; 22.7%)
- Partnerships increased (57; 15.6%)
- Research intensity increased (\$80,218; 20.7% | \$91,657; 2.7%)
- Total awarded funds increased (\$17.73M; 21.2%)
- Disbursements increased (\$20.26M; 3.2%)

The decrease in EDI initiative awards is due to a pilot program in 2025, that did not extend into 2026. Year-1 introduced a new, internal grant focused on building EDI knowledge in Research. There were modest increases, decreases or stagnation across other metrics. While some areas have revealed success from baseline, the strategic plan has only been in place for one year, with many efforts still underway to supporting the development of a strong foundation of inclusive research excellence and growth towards leadership among Canada's smaller research-intensive universities.

Appendix

Metric Area	Source	Operational Definitions
EDI commitment and initiatives	ORS - RBS	Count of OTU - Building EDI Knowledge in Research Program & awarded fund and any other awards related to EDI <i>FY determined by competition date from Romeo. If competition date is not documented, Sponsor Start, Project Start, or Entry date are used.</i>
	Women in Research Council - Research Associate	Number of women profiled in <i>Women's Wednesdays</i> Number of fireside chats, workshops, trainings & other events hosted by Women in Research Council Count of LinkedIn Follower as of first day of fiscal year
Entrepreneurship and Commercialization	ORS - IP Officer & Brilliant Catalyst	Number of unique Active Start-Ups. Number of unique active Patents. Number of unique students engaged in entrepreneurship programming

External Research partnerships and sponsorships	ORS - RBA	Count of Agency ID where the competition date falls within specified fiscal year. <i>If competition date is not documented, Sponsor Start, Project Start, or Entry date are used.</i> Active: Sponsor Status = 'Active' Partnerships: Count of Agency ID where Program Type = 'Partnerships'
Graduate and Undergraduate Research Funding/Financial Support	SGPS, SAFA, Registrar	Number and amount of External Scholarship, Internal Scholarship, TA/RAships, and other sources of funding, for Research-based Masters and PhD students annually.
	ORS - RBA	Count of each student who received specified award and total of funds awarded to students in identified fiscal year <i>FY determined by competition date from Romeo. If competition date is not documented, Sponsor Start, Project Start, or Entry date are used.</i>

Graduate Student Enrolment	OIRA - Official Fall University Statistical and Enrolment Report (USER)	Number and proportion of official student enrolment as reported by Ontario Tech University to the Ministry of Colleges and Universities. Where appropriate, student mix will be provided by level (i.e. UG, Masters, PhD) as well as program of study (research based, course-based, etc.).
Research Intensity & Ranking	ORS - RBA & HR	Research Intensity: Amount of Research Funding per faculty member <i>TTT provided by HR</i> Total Awards: Total funding received by project in specified year for entire lifespan, whole award, not broken down by disbursement Disbursement: Amount provided to project for specified FY, not the project total
	Other - MacLean's and Research Infosource	Year over year in research rankings

Ontario Tech Research Funding Awarded & Major Awards Received	ORS - RBA	Project Count: Romeo File number Project Total Awards: Total funding received by project in specified year for entire lifespan, <i>whole award, not broken down by disbursement</i> <i>FY determined by competition date from Romeo. If competition date is not filled in, Sponsor Start, Project Start, or Entry date are used.</i> <i>**These amounts and counts include projects & applications to OTU funding. These are excluded in the Factbook data.</i>
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	ORS - RBA	Grant Application: Sponsorship application count (row under Project Sponsor Info.) Disbursement: Amount provided to project for specified FY, <i>not the project total</i> <i>FY determined by competition date from Romeo. If competition date is not filled in, Sponsor Start, Project Start, or Entry date are used.</i> <i>**These amounts and counts include projects & applications to OTU funding. These are excluded in the Factbook data.</i>
Local Partnerships and Opportunities	OIRA - Partnership Data - Research Office & Experiential Learning Database (Undergraduate data)	Distinct Count of active external partners within the Durham/Northumberland region supporting Undergraduate Research (i.e. students have actively participated in a research learning experience with them) included, but not limited to, Research Assistants and Research Practicums. <i>** one year delay on experiential Learning data as it follows the academic year**</i>

	ORS - RBA	Count of each grant application and awarded fund when sponsor is Mitacs. Sum of fiscal year disbursements and funds for entire project life cycle when sponsor is Mitacs
Postdoctoral Fellowships	OIRA - Postdoctoral Fellowships: Official Employee <i>Counts as of October 1 of each year</i>	Count of unique postdoctoral students <i>**Counts as of October 1 of each year**</i>
Research Entities and Chairs - IARP reporting	ORS	Count of Research Chairs, Institutes, Units, and Centres, by fiscal year, as provided by Office of Research Services. Includes internal, CRC, and industry chairs.

BOARD OF GOVERNORS
STRATEGY & PLANNING COMMITTEE (S&P)

Minutes of the Public Session of the April 2, 2026 Meeting
via Videoconference
2:00 p.m. - 2:52 p.m.

Governors Present:

Eric Agius, Chair
Lisa McBride, Vice-Chair
Ahmad Barari
Laura Elliott
Mitch Frazer

Emily Whetung-
MacInnes
Matthew Mackenzie
Steven Murphy

Roger Poirier
Michael Rencheck
Hannah Scott

Regrets:

Alveena Shrestha

Jeffrey Spiegelman

Staff and Guests:

Kirstie Ayotte
Nicola Crow
Sandra Grouette
(Secretary)

Krista Hester
Les Jacobs
Brad MacIsaac

Jennifer MacInnis
Sarah Thrush

1. Call to Order and Land Acknowledgement

The Chair called the Public Session of the Strategy & Planning Committee (S&P) Meeting to order at 2:00 p.m. and L. McBride provided the Land Acknowledgement.

2. Agenda

Upon a motion duly made by M. Mackenzie and seconded by R. Poirier, the Agenda was approved as presented, including approving and receiving the Consent Agenda and its contents.

3. Conflict of Interest Declaration

None declared.

4. Chair's Remarks

The Chair welcomed Members to the meeting. In recognition of Earth Day on April 22, Members were encouraged to support sustainability and conscious consumption, which aligned with the Meeting's focus on the Campus Master Plan. The Chair also highlighted the success of the recent AI Forum, noting its strong alignment with the Institution's commitment to ethical and responsible technology. Finally, they extended Easter best wishes to those who celebrate Easter and reflected on the inspiration provided by recent advancements in science and technology at the University.

5. President's Remarks

The President reported that a renewed collective agreement had been ratified and thanked both the Faculty Association and University bargaining teams for their efforts. He further acknowledged the success of the AI Forum, noting strong participation from government, industry, academia, governors, and staff, which highlighted the University's leadership in applied and trustworthy AI, aligned with Canada's innovation agenda.

The President also announced the launch of EDGE at Ontario Tech, a new strategic platform for executive and workforce development focused on rapid upskilling and lifelong learning in response to technological change. Updates were also provided on the expansion of varsity athletics with the addition of men's and women's volleyball programs beginning in 2027; and on the success of Experience Day on March 28, which saw significant year-over-year growth in attendance across both campuses.

6. Planning

6.1 Campus Master Plan* (M)

B. MacIsaac summarized the refreshed Campus Master Plan which updated the 2015 plan focused on the North Campus, to reflect evolving institutional priorities, technology, and growth. He reported that, developed jointly with Durham College, the Plan emphasizes a shared campus vision, integrated land use, and incorporates an implementation framework. He outlined the key priorities, including pedestrian focused design, effective use of shared resources, the location of prospective academic, athletic and residential growth, and the importance of landscape, public spaces, accessibility and walkability for a more community-focused environment.

B. MacIsaac also noted long-term plans which identify opportunities for phased development and revenue generation through land leases to support future growth, while recognizing ongoing planning opportunities for the Downtown campus and the importance of aligning campus development with differentiation and sustainability objectives.

Members discussed implementation of the Campus Master Plan Update, focusing on collaboration with Durham College, governance, funding models, and alignment with the University's academic vision. It was confirmed that joint leadership mechanisms are in place and will be updated to operationalize shared decision-making across jointly governed campus lands and buildings. The discussion also highlighted a shift toward alternative funding models, including long-term leases and partnerships, whilst emphasizing trusted partners, transparency, brand recognition, and allowing the University to focus on core teaching and research.

It was further noted that the Plan provides a flexible, long-term framework, with future consultations planned to determine academic uses and pedagogical needs whilst having regard to instructional models, affordability, student experience, and the balance between in-person, experiential, and hybrid learning.

Upon a motion duly made by H. Scott and seconded by M. Mackenzie, that the Strategy & Planning Committee hereby recommends for approval to the Board of Governors the Campus Master Plan Update, as presented.

7. Consent Agenda* (M)

The Chair confirmed that the contents of the Consent Agenda were approved and received under Agenda Item #2.

7.1 Public Session Minutes of the February 5, 2026 Meeting* (M)

8. Adjournment (M)

There being no other business, and upon a motion duly made by M. Rencheck the Public Session of the S&P Committee Meeting adjourned at 2:52 p.m.

Sandra Grouette, Assistant University Secretary

COMMITTEE REPORT

SESSION:

Public ☒
Non-Public ☐
Consent ☒

ACTION REQUESTED:

Decision ☐
Discussion/Direction ☐
Information ☒

TO: Strategy & Planning Committee (S&P)

DATE: June 11, 2026

PRESENTED BY: Les Jacobs, Vice-President, Research & Innovation

SUBJECT: Research Defence Strategy

BACKGROUND/CONTEXT & RATIONALE:

The attached roadmap outlines a strategic opportunity for Ontario Tech University to strengthen its role within Canada's evolving defence innovation ecosystem. The document identifies six key strategic responses that align the University's research, talent development, and innovation capabilities with federal defence priorities. These include mapping institutional research strengths to national defence needs, developing partnerships with defence-sector organizations and emerging Canadian champions, increasing engagement with government defence research programs, enhancing secure research and commercialization pathways, advancing Arctic and Northern research initiatives, and developing academic programs that support defence-sector workforce requirements.

The roadmap positions Ontario Tech to leverage new federal investments, research funding opportunities, and industry partnerships while supporting economic development and innovation.

This report is provided to S&P to review the proposed priorities and consider how these initiatives can be incorporated into the University's broader strategic planning framework. The report will help inform future discussions on institutional readiness, resource requirements, partnership development, and opportunities to further strengthen Ontario Tech's leadership in research, innovation, and talent development within Canada's defence and security sectors.

Supporting Reference Materials:

- Research, Talent and Technology: A Roadmap for University Alignment with Canada's Defence Industrial Strategy.



Research, Talent and Technology:
A Roadmap for University Alignment with
Canada's Defence Industrial Strategy

Erin Dwyer
Defence Lead
erin.dwyer@ontariotechu.ca

Les Jacobs
Vice-President, Research and Innovation
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Office of the Vice-President, Research and Innovation

CANADA HAS COMMITTED TO SUPPORTING DEFENCE-RELATED RESEARCH AND INNOVATION

“The Government is committed to positioning Canada at the global forefront of defence R&D and innovation. This will require a comprehensive approach stretching from fundamental research, through applied R&D, to the development and demonstration of technologies in the field, and ultimately, enable the scaling-up and commercialization of Canadian enterprises. [...] Canada also needs to become better at rapidly bringing the most important discoveries out of the laboratory and into real-world application and to pushing the frontiers of high-risk, high-reward discovery.”

– Security, Sovereignty and Prosperity: Canada's Defence Industrial Strategy, Government of Canada

HOW WILL CANADA'S DEFENCE INDUSTRIAL STRATEGY IMPACT ONTARIO TECH?

“Ontario Tech University is helping build the sovereign capabilities Canada needs in an increasingly complex global environment. By investing in domestic defence capabilities, we are strengthening Canada's industrial base, supporting innovation, and ensuring Canadian companies can compete and grow here at home and with our allies abroad.”

– The Honourable Evan Solomon, Minister of Artificial Intelligence and Digital Innovation and Minister responsible for the Federal Economic Development Agency for Southern Ontario

Alignment with Canada's Defence Industrial Strategy (DIS) can position Ontario Tech to access substantial new federal investments that will strengthen research capacity, competitiveness, and the ability to lead high-impact innovation. For students, participation in DIS-aligned research and training provides access to advanced technologies, hands-on experiential learning opportunities, and clear pathways into fast-growing, high-demand careers. This will equip students with the skills and experience needed to thrive in Canada's expanding defence and innovation sectors. Together, these advantages enhance Ontario Tech's visibility, influence, and contribution to shaping Canada's future innovation landscape.

ONTARIO TECH STRATEGIC RESPONSE

- 1 Map research and testing capabilities to Canada's defence priority domains.
- 2 Target industry partnerships with defence-sector SMEs and emerging Canadian "champions."
- 3 Prioritize federal and provincial government engagement on defence research programs and partnerships.
- 4 Enhance internal structures that support secure research and commercialization pathways.
- 5 Facilitate the development of an Arctic and Northern Research Strategy.
- 6 Develop academic programs that meet defence sector talent and innovation needs.

Canada's Key Sovereign Capabilities: (initial list, will be updated over time)

Aerospace

Aerospace Platforms; Avionics; and Aircraft Communications

Ammunition

Common Ammunition; Battle-Decisive Munitions; Small Arms; Missiles and Bombs

Digital Systems

Secure Cloud; Artificial Intelligence; Quantum Computing and Communications; Integrated Command, Control and Communications; High-Assurance Communications Equipment

In-Service Support

Naval; Land; Air

Personnel Protection

Medical Counter Measures

Sensors

Marine Sensors; Quantum Sensors; Electronic Warfare

Space

Space-Based Intelligence; Surveillance and Reconnaissance; Space Domain Awareness; Satellite Communications; Space Launch

Specialized Manufacturing

Land Vehicles / Surface Ships, including Icebreakers and Marine Systems

Training and Simulation

Naval; Land; Air

Uncrewed and Autonomous Systems

Uncrewed and Autonomous Land, Aerial, Underwater and Surface Systems (including Uncrewed Collaborative Platforms)

Industrial and Technological Benefits (ITB) Policy: Key Industrial Capabilities: (to be updated summer 2026)

Emerging Technologies

Advanced Materials
Artificial Intelligence
Clean Technology
Cyber Resilience
Remotely-Piloted Systems and Autonomous Technologies
Space Systems

Leading Competencies and Critical Industrial Services

Aerospace Systems and Components
Armour
Defence Systems Integration
Electro-Optical / Infrared (EO/IR) Systems
Ground Vehicle Solutions
In-Service Support
Marine Ship-Borne Mission and Platform Systems
Munitions
Shipbuilding, Design and Engineering Services
Sonar and Acoustic Systems
Training and Simulation

STRATEGIC RESPONSE #1

Map research and testing capabilities to Canada's defence priority domains.

- Conduct a university-wide initiative to map research strengths and Technology Readiness Level (TRL) to DIS-identified Key Sovereign Capabilities and ITB Key Industrial Capabilities.
- Identify and align institutional research strengths with national defence priorities to broaden access to defence funding and grants.
- Create internal “defence research clusters” to support large-scale proposals and accelerate mission-focused research for strategic defence outcomes.
- Develop and implement a risk management model for defence-industry R&D that supports the innovation life cycle, increases TRLs, and reconciles academic freedom with security obligations.
- Establish a Defence Incubator and Accelerator program to link students with research teams and the defence industry to foster innovation.
- Establish a strategic team to enhance problem solving, coordination and alignment of defence and security projects and programs across the university.

Defence funding programs and defence-related research grants:

- Natural Sciences and Engineering Research Council, Social Sciences and Humanities Research Council, and Canadian Institutes of Health Research, as well as the Canada Foundation for Innovation (CFI) and other organizations.
- The Government will also open Canadian Armed Forces ranges, training areas, and operational environments to Canadian industry, as testbeds for new capabilities.
- Regional Defence Investment Initiative through Canada's Regional Development Agencies (RDAs) support the growth and integration of predominantly SMBs into domestic and international defence supply chains.
- New Defence Industry Assist stream of the NRC's Industrial Research Assistance Program (IRAP) to help advance defence and dual-use technologies.
- Defence Innovation Program (IDEaS) and Innovative Solutions Canada (ISC).
- A Drone Innovation Hub at the NRC (early 2026).
- Strategic Response Fund to pivot to manufacturing key defence inputs.
- The Canadian Space Agency's Space Technology Development Program.
- BOREALIS will play a central role in coordinating and accelerating defence research and innovation, particularly in frontier technologies such as AI, quantum, and cybersecurity.
- Defence Innovation Secure Hubs where security-cleared academic researchers can better collaborate with government and industry in a secure environment to access shared laboratories and workspaces.
- Health Emergency Readiness Canada and a new Life Science Fund to collaborate with international partners and support the development and production of medical countermeasures for biodefence and emergency readiness.
- The Government will support targeted investments in life sciences innovation, infrastructure, and workforce development to further strengthen Canada's health emergency resilience.

STRATEGIC RESPONSE #2

Target industry partnerships with defence-sector SMEs and emerging Canadian “champions.”

- Develop strategic research partnerships with Canadian “champion” firms and SMEs identified in the DIS.
- Host a “Defence Industry Day” and invite key government agencies and defence primes to showcase capabilities, tour labs and meet research teams.
- Increase engagement and collaboration with federal and provincial economic-development agencies.
- Position to receive defence-related industry collaboration incentives, such as Industrial and Technological Benefits (ITB).
- Create a NATO Defence Technology & Training Centre of Excellence to meet industry workforce and talent needs.
- Support the City of Oshawa National Defence Innovation Corridor.

“To build up Canadian defence champions, the Government will publish a framework for the identification and onboarding of select Canadian defence firms as key strategic partners, no later than summer 2026.”

“Partners will benefit from advantages such as directed procurement, funding for R&D, support for capital expenditures, export promotion, in-kind contributions, joint development activities and access to research and testing infrastructure.”

“Canada is also undertaking efforts to diversify and build new defence-industrial relationships. To complement a strong Canada-U.S. defence relationship, this includes building a new, ambitious, and comprehensive partnership with the European Union and the United Kingdom—rooted in our shared values and common interests. Canada will also seek similar opportunities to collaborate with partners in the Indo-Pacific, in particular Australia, New Zealand, Japan and the Republic of Korea.”

“In all these partnership opportunities, Canada will prioritize sovereign control and the development and retention of critical IP.”

STRATEGIC RESPONSE #3

Prioritize federal and provincial government engagement on defence research programs and partnerships.

- Engage proactively in federal consultations to shape implementation frameworks such as BOREALIS and defence-focused funding mechanisms.
- Position senior research leaders on national committees or advisory groups related to defence research and innovation.
- Host a targeted engagement event connecting research teams and staff with representatives from government defence programs to foster dialogue, showcase capabilities, and explore collaboration opportunities.
- Develop clarity on the key priorities of the Canadian Armed Forces, including the assessment of threats and capability gaps.
- Understand security programs and advocate for government engagement.
- Apply to establish a Defence Innovation Secure Hub (DISH) under the BOREALIS program, enabling secure, mission-focused environments where government, industry and academia collaborate on defence and security innovation.

Key resource: *Science and Research Defence Advisory Council* will bring together leaders from Canada's postsecondary sector with key federal partners: the DND; ISED; the three granting councils, CFI, NRC and BOREALIS. The Council will work to strengthen collaboration with the research community, explore areas of alignment with defence priorities, and integrate incubators and test centres into national defence innovation pipelines.

Key resource: *The Defence Investment Agency* will lead the establishment of a permanent **Defence Advisory Forum** (DND, ISED, Secretary of State) for direct engagement with industry.

Key resource: *regularly scheduled "industry days" between National Defence/Canadian Armed Forces, Defence Investment Agency and Innovation, Science and Economic Development (ISED)* to assist industry partners in sharing information and navigate government processes.

Key resource: *a dedicated ISED "concierge" service for companies working on defence and dual-use technologies.*

STRATEGIC RESPONSE #4

Enhance internal structures that support secure research and commercialization pathways.

- Identify and map secure research infrastructure (e.g., compliant labs, controlled-access systems, cybersecurity).
- Invest to expand infrastructure in secure labs and compliance programs to take advantage of emerging defence opportunities.
- Provide training for research teams on defence funding, security requirements, and commercialization processes.
- Prepare to obtain facility and personnel security clearances required for classified research.
- Identify and map security requirements needed to advance defence cluster technologies across TRL stages.

Key legislation and policies:

Investment Canada Act, Export and Import Permits Act, and Bank Act, alongside frameworks such as the National Security Guidelines for Research Partnerships and the Policy on Sensitive Technology Research and Affiliations of Concern.

Key program: Support for Canadian defence and security firms through ElevateIP and related programs to empower Canadian SMBs to understand, manage and leverage IP, and ensure capabilities are maximized for defence and dual-use technologies;

*Key program: **BUILD-PARTNER-BUY** framework prioritizes Canadian IP ownership, protection and access in defence procurement processes*

STRATEGIC RESPONSE #5

Facilitate the development of an Arctic and Northern Research Strategy.

- Develop pathways for cross-disciplinary mission-focused research that is inclusive, sustainable, and geographically balanced.
- Create joint research programs on Arctic infrastructure resilience, surveillance, communications, and climate-driven security risks.
- Offer technical support or policy research to territorial agencies working on defence-relevant challenges such as remote logistics, emergency response, and critical infrastructure.
- Create Indigenous-led or co-led Arctic research and innovation projects.
- Co-develop curricula, workshops, and training programs that reflect Indigenous knowledge in areas like environmental monitoring, land safety, and Arctic stewardship.
- Create or promote two-way student mobility programs: enabling northern students to access the university academic strength areas and enabling all students to gain experience in northern regions.
- Provide mobile or remote learning platforms for northern communities.

Inuit Nunangat University is the first Inuit-led university in Canada and is scheduled to open by 2030, with its main campus located in Arviat, Nunavut. Additional campuses will operate as regional knowledge centres in Inuvik, Iqaluit, Cambridge Bay, Kuujuaq, and Puvirnituq.

STRATEGIC RESPONSE #6

Develop academic programs that meet defence sector talent and workforce needs.

- Align academic curricula and talent-development pathways with defence innovation priorities, strengthening both research capacity and workforce pipelines.
- Create or expand academic programs and experiential-learning opportunities in priority fields.
- Develop coordinated co-op programs, internships, micro-credentials, and sector-specific training that connect learners with defence workforce needs.
- Partner with college or polytechnic programs to create defence-specific training, for example: Bachelor of Engineering and Project Management, or trade skills.
- Engage the CAF Military Civilian Training Accreditation Program (MCTAP) to support members transitioning to civilian careers by obtaining academic or professional recognition for their training and experience.
- Engage the CAF Military Training Cooperation Program (MTCP) and the Non-Commissioned Member Subsidized Training and Education Plan (NCMSTEP) to deliver specialized training programs and align Ontario Tech's offerings with CAF workforce needs.

Key resource: *Canada Defence Skills Agenda* focuses on four key priorities:

- *strengthening the defence industry talent pipeline;*
- *investing in urgent defence-sector skills needs;*
- *growing the supply of skilled labour;*
- *and partnering with provinces, territories, and Indigenous rights holders.*

Key resource: *ITB rewards* (revisions to multipliers expected in early 2026) with new credit for skills development and Indigenous participation.

DIS-Identified Programs and Agencies

Science and Research Defence Advisory Council will bring together leaders from Canada's postsecondary sector with key federal partners: the DND; ISED; the three granting councils, CFI, NRC and BOREALIS. The Council will work to strengthen collaboration with the research community, explore areas of alignment with defence priorities, and integrate incubators and test centres into national defence innovation pipelines.

Defence Advisory Forum, co-chaired by the Ministers of National Defence and Industry, and Secretary of State (Defence Procurement) to provide a regular, scheduled venue to engage with the Canadian defence industry.

"Industry days" between the Department of National Defence/Canadian Armed Forces, the Defence Investment Agency and ISED

Canadian defence champions: the Government will publish a framework for the identification and onboarding of select Canadian defence firms as key strategic partners, no later than summer 2026.

Industrial and Technological Benefits (ITB) Policy

- Requirements for defence contractors for reinvestment to help support Canada's defence sector in other ways, such as establishing or expanding manufacturing facilities, transferring technology or expertise to Canadian firms, developing Canadian suppliers (notably SMBs), investing in R&D, and supporting STEM education initiatives.
- Strategic Investment Transaction
- Canadian Company Boost

The Defence Investment Agency (DIA) will play a central role in accelerating military procurement by consolidating processes, reducing duplication, and providing clarity and certainty to both the military and industry partners. Facilitates the BUILD-PARTNER-BUY framework.

Defence Platform at the Business Development Bank of Canada (BDC) will provide needed venture capital and advisory services to businesses in the defence sector, helping SMBs sell into defence and security supply chains and scale up new technologies.

Regional Defence Investment Initiative (RDII) through Canada's Regional Development Agencies (RDAs) will support the growth and integration of predominantly SMBs into domestic and international defence supply chains.



Research, Talent and Technology:
A Roadmap for University Alignment with
Canada's Defence Industrial Strategy

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BOARD OF GOVERNORS
STRATEGY & PLANNING COMMITTEE (S&P)

2025-2026 Annual Report

Status Legend: Green = completed; Orange = underway; Red = not started

S&P played an important role in supporting the advancement of Ontario Tech University's strategic priorities throughout the 2025-2026 academic year. Through strategic discussions and regular oversight, S&P supported initiatives related to institutional planning, student recruitment and success, digital transformation, advancement activities, academic and research planning, and significant capital and infrastructure projects. A key highlight of the year was S&P's review and recommendation for approval of the Campus Master Plan Update.

The following highlights S&P's key accomplishments over the past year and reflects the Committee's continued commitment to strategic growth, effective governance, and long-term institutional sustainability in support of Ontario Tech University's vision and strategic priorities.

<u>Meeting</u>	<u>Agenda item</u>	<u>Status</u>
Cancelled: November 6, 2025		
February 5, 2026	Strategic Conversation: Enrollment and Differentiated Growth – the Path Forward Governance • S&P Workplan review • S&P Terms of Reference review Strategy • Student Recruitment, Retention & Success Planning • Digital Strategy Update Significant Project & Contract Oversight • Critical Nuclear Assembly Project	

April 2, 2026	Strategic Conversation: Planning Partnerships for the Campus Master Plan Vision Governance • Annual S&P Workplan development Planning • Board Advance planning • Campus Master Plan Update Significant Project & Contract Oversight • Capital Project Tracking	
June 11, 2026	Strategic Conversation: Continuous Learning – the Path Forward Governance • S&P Annual Board Report • 26-27 S&P Workplan Advancement • Annual Asset Review and Reconfirmation • Advancement and Alumni Update Strategy • Annual Integrated Academic-Research Plan, Institutional and SMA Metrics Report • Annual Programs update: ○ Continuous Learning Annual Report ○ Quality Assurance Annual Report • Annual International Student Strategy Report • Strategic Research Plan Annual Report • Research Defence Strategy Significant Project & Contract Oversight • Capital Project Tracking	