

## BOARD OF GOVERNORS' 141<sup>st</sup> REGULAR MEETING

### AGENDA

March 5, 2026

12:00 p.m. to 2:00 p.m.

Hybrid

[Public Registration Link](#)

(Virtual only due to space capacity limits)

PUBLIC SESSION					
No.		Topic	Lead	Allocated Time	Suggested Start Time
1		<b>Call to Order</b>	Chair	5	12:00 p.m.
2		<b>Agenda (M)</b>			
3		<b>Conflict of Interest Declaration</b>			
4		<b>Chair's Remarks and Introductions</b>			
5		<b>President's Report</b>	Steven Murphy	10	12:05 p.m.
6		<b>Academic Council Report* (I)</b>	Jemma Tam	5	12:15 p.m.
	6.1	New Program Proposal: Faculty of Engineering and Applied Science: Graduate Diploma in Railway Engineering* (M)	Chair	5	12:20 p.m.
<b>Committee Reports</b>					
7		<b>Audit &amp; Finance (A&amp;F) Report</b>	Susanna Zagar	5	12:25 p.m.
	7.1	2026-2027 Tuition & Ancillary Fees* (M)			
8		<b>Governance, Nominations &amp; Human Resources (GNHR) Report</b>	Gaurav Singh	5	12:30 p.m.
9		<b>Strategy &amp; Planning (S&amp;P) Report</b>	Eric Agius	10	12:35 p.m.
	9.1	Student Recruitment, Retention & Success* (I)			
10		<b>Consent Agenda: (M)</b>	Chair		
	10.1	Public Session Minutes of the December 4, 2025 Board Meeting* (M)			
	10.2	Public Session Minutes of the November 20, 2025 A&F Meeting* (I)			
	10.3	Public Session Minutes of the October 30, 2025 GNHR Meeting* (I)			
	10.4	Public Session Minutes of the June 12, 2025 S&P Meeting* (I)			

		<b>A&amp;F Public Reports:</b>			
	10.5	Annual Privacy Report* (I)			
	10.6	Annual Student Mental Health Report* (I)			
	10.7	Credit Rating Update* (I)			
		<b>GNHR Public Reports:</b>			
	10.8	2026 Elections – Key Dates & Process* (I)			
	10.9	2025-2026 Board/Committee Practices Assessment* (I)			
		<b>S&amp;P Public Reports:</b>			
	10.10	Annual Digital Strategy Update* (I)			
<b>11</b>		<b>Adjournment (M)</b>	Chair		12:45 p.m.
<b>NON-PUBLIC SESSION (material not publicly available)</b>					
<b>12</b>		<b>Call to Order</b>	Chair	5	12:50 p.m.
<b>13</b>		<b>Conflict of Interest Declaration</b>			
<b>14</b>		<b>Chair’s Remarks</b>			
<b>15</b>		<b>President’s Report</b>	Steven Murphy	10	12:55 p.m.
<b>16</b>		<b>Strategic Conversation: How does Ontario Tech meet the moment? (D)</b>	Steven Murphy Lori Livingston	30	1:05 p.m.
<b>Committee Reports (Confidential Items Only)</b>					
<b>17</b>		<b>Audit &amp; Finance (A&amp;F) Report</b>	Susanna Zagar	5	1:35 p.m.
<b>18</b>		<b>Governance, Nominations &amp; Human Resources (GNHR) Report</b>	Gaurav Singh	5	1:40 p.m.
<b>19</b>		<b>Strategy &amp; Planning (S&amp;P) Report</b>	Eric Agius	5	1:45 p.m.
<b>20</b>		<b>Consent Agenda (M):</b>	Chair		
	20.1	Non-Public Session Minutes of the December 4, 2025 Meeting* (M)			
	20.2	Non-Public Session Minutes of the November 20, 2025 A&F Meeting* (I)			
	20.3	Non-Public Session Minutes of the October 30, 2025 GNHR Meeting* (I)			
	20.4	Non-Public Session Minutes of the December 9, 2025 GNHR Meeting* (I)			
	20.5	Non-Public Session Minutes of the June 12, 2025 S&P Meeting* (I)			
	20.6	Executive Committee Report* (M)			
		<b>GNHR Non-Public Reports:</b>			
	20.7	Annual Skills Matrix Review* (M)			
<b>21</b>		<b>In Camera Session</b>		10	1:50 p.m.
<b>22</b>		<b>Termination (M)</b>	Chair		2:00 p.m.

Nicola Crow, University Secretary

## BOARD REPORT

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**SESSION:**

Public   
Non-Public

**ACTION REQUESTED:**

Decision   
Discussion/Direction   
Information

**TO:** Board of Governors

**MEETING DATE:** March 5, 2026

**FROM:** Jemma Tam, Academic Council Liaison

**SUBJECT:** Agenda Item #6: Academic Council Report: January and February 2026

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Academic Council (AC) is the academic governing body for Ontario Tech University (“the University”) and it plays a significant role in the University’s governance. It is the role of AC to oversee the academic work of the University, and to advise and make recommendations to the Board on important matters. As the AC Liaison for the academic year 2025-2026, I’m pleased to the report on AC activities for January and February 2026.

### Academic Council Meeting Materials

- [January 27, 2026](#)
- [February 24, 2026](#)

\*\*If Board members are interested in reviewing any of the materials referenced below, please go to meeting material links above\*\*

### Recommendations to Board of Governors

At the AC meeting on January 27, 2026 there was a recommendation to the Board of Governors as noted below. There were no recommendations at the February 24, 2026 meeting.

#### New Program Proposal

The following new program proposal is on the Board’s agenda for approval by the Board following Academic Council’s approval on January 27, 2026:

- Faculty of Engineering and Applied Science: Graduate Diploma in Railway Engineering

There are no new Research Institute(s)/Centre(s).

### **Conferral of Degrees**

- Conferral of Degrees – Winter 2026 were approved by Academic Council

### **Governance Initiatives**

- In January, GNC reported on the 2026 Academic Council Election Key Dates Open Positions

### **Curriculum & Program Changes**

At the January and February meetings, AC received the following Major Program Modifications for approval:

- Faculty of Social Science and Humanities: Bachelor of Arts (Hons) in Legal Studies
- Faculty of Social Science and Humanities: Bachelor of Arts (Hons) in Legal Studies Minor Name Change
- Faculty of Business and IT: Bachelor of Commerce
- Faculty of Business and IT: Bachelor of Information Technology in Game Development and Interactive Media
- Faculty of Health Sciences: Bachelor of Health Science (Hons) in Medical Laboratory Science and Medical Laboratory Science - Bridge - Advanced Diploma in Biotechnology
- Faculty of Science: Bachelor of Science (Hons) in Computer Science
- Faculty of Science: Bachelor of Science (Hons) in Physics - Computational Physics specialization
- Faculty of Social Science and Humanities: Bachelor of Arts (Hons) in Communication and Digital Media Studies
- Faculty of Social Science and Humanities: Bachelor of Arts (Hons) in Criminology and Justice – Advanced Entry
- Faculty of Social Science and Humanities: Bachelor of Arts and Bachelor of Arts (Hons) - Liberal Studies including Advanced Entry and GAS Transfer options, Liberal Studies Minor
- Faculty of Social Science & Humanities: Bachelor of Arts (Hons) in Political Science
- Faculty of Engineering and Applied Science: Bachelor of Engineering (Hons) in Mechanical Engineering – Aerospace Specialization
- Faculty of Health Sciences: Bachelor of Health Science (Hons) in Kinesiology – Fitness and Health Promotion Pathway
- Faculty of Social Science and Humanities: Bachelor of Arts (Hons) in Legal Studies – Teesside LLB Pathway
- Faculty of Engineering and Applied Science: Bachelor of Engineering (Hons) in Software Engineering
- Faculty of Social Science and Humanities: Master of Arts in Social Practice and Innovation
- Faculty of Business and IT: PhD – Cybersecurity

- Frazer Faculty of Education: Master of Education
- Faculty of Business and IT: Master of Business Analytics and Artificial Intelligence

In January and February, AC received as information the following Minor Program Adjustments:

- Faculty of Engineering and Applied Science - Engineering Year 1
- Faculty of Social Science and Humanities - Indigenous Studies minor
- Faculty of Social Science and Humanities - Bachelor of Arts (Honours) in Political Science
- Faculty of Social Science and Humanities - Bachelor of Arts (Hons) in Sociology, Technology and Innovation)
- Faculty of Science - Bachelor of Science (Hons) in Mathematics for Science and Industry
- Faculty of Business and IT: Bachelor of Commerce Co-Operative Education
- Faculty of Engineering and Applied Science: Bachelor of Engineering (Hons) in Energy Engineering
- Faculty of Engineering and Applied Science: Bachelor of Engineering (Hons) in Nuclear Engineering
- Faculty of Health Sciences: Bachelor of Health Administration (Hons)
- Faculty of Health Sciences: Bachelor of Health Sciences (Hons) in Kinesiology
- Faculty of Health Sciences: Bachelor of Science in Nursing (Hons) and RPN to BScN – Advanced Entry
- Faculty of Health Sciences: Bachelor of Science in Nursing (BScN)
- Faculty of Social Science and Humanities: Bachelor of Arts (Hons) in Communication and Digital Media Studies
- Faculty of Engineering and Applied Science: Engineering Management, MEngM
- Faculty of Engineering and Applied Science: Mechatronics Engineering, MASc

## **Institutional Quality Assurance Reports**

### Final Assessment Report (FAR):

The University's Institutional Quality Assurance Process requires that Final Assessment Reports, Executive Summaries and Implementation Plans be provided to AC and the Board of Governors for information. As such, these materials are being presented to the Board within the AC report.

In January, AC received the following Executive Summary and Implementation Plans from the Undergraduate Studies Committee:

- [Bachelor of Information Technology \(Hons\) in Game Development and Interactive Media – Final Assessment Report](#)
- [Bachelor of Science in Nursing \(BScN\) – Final Assessment Report](#)
- [Bachelor of Arts \(Hons\) in Communication and Digital Media Studies – Final Assessment Report](#)

### Cyclical Program Review (CPR) Follow-Up Reports:

In January, AC received the following follow-up reports from the Undergraduate Studies Committee resulting from a CPR.

- Bachelor of Health Sciences (Hons) in Medical Laboratory Science - 18 Month Follow up

### **Policy**

At its January meeting, AC received the following policy instrument for information/approval.

- Revised Registration and Course Selection Policy (approval)

In January, AC received the following policy instrument related matters for consultation:

### Face-to-Face Consultation:

- None

### Written Consultation:

- Expense Procedures
- Policy Review Report – Policies for Revocation

### **Reports/Information Received**

- Undergraduate Studies Committee Report (verbal)
- Graduate Studies Committee Report (verbal)
- Governance & Nominations Committee Report (verbal)
- Research Committee Report (verbal)
- Council of Ontario Universities Academic Colleague Report
- 2026-2027 Tuition Framework (also Discussion item)
- Student Recruitment, Success, and Retention (also Discussion item)
- Enrollment Update
- Office of Research Services Executive Report
- Approved Exception to Residency Requirement - Faculty of Science
- 2026-2027 Undergraduate Academic Schedule
- 2026-2027 Graduate Academic Schedule

## BOARD OF GOVERNORS REPORT

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### ACTION REQUESTED:

- Recommendation   
Decision   
Discussion/Direction   
Information

**DATE:** 5 March 2026

**FROM:** Academic Council

**SUBJECT:** New Program Proposal – Graduate Diploma in Railway Engineering

### BOARD MANDATE:

In accordance with Article 1.4 of By-law No.2, Academic Council will make recommendations to the Board on matters including the establishment or termination of degree and diploma programs. Academic Council is seeking the Board’s approval for the establishment of a Type 3 Graduate Diploma in Railway Engineering.

### MOTION FOR CONSIDERATION:

That, pursuant to the recommendation of Academic Council, the Board of Governors hereby approves the establishment of the Type 3 Graduate Diploma in Railway Engineering, as presented.

### BACKGROUND/CONTEXT & RATIONALE:

The Faculty of Engineering and Applied Science was originally approached by Alstom and AtkinsRéalis about the possibility of developing a Railway Engineering Specialization for our undergraduate engineering programs. Despite Canada’s strong reliance on the rail sector for moving people and freight, there are currently no engineering programs in Canada that educate engineers in railway systems. In fact, Canada is the only G7 nation without a railway engineering program (number of programs by nation: France 4, Germany 4, Italy 3, Japan 3, UK 3, and USA 3).

Rail has played a central role in the creation of Canada and its development and economic prosperity. This contribution continues to today, where Canadian freight railways transported half of Canada’s exports in 2022 and a total of \$380 billion worth of goods (source: Rail Trends 2023 by Railway Association of Canada). Rail is one of the key components in decarbonizing the transportation sector, especially in public transit. Rail is the singular, most efficient way to move people in urban environments.

The growth of rail transit projects is enormous both in Canada and globally. Alstom, globally has close to a 100 billion euros (€) backlog of rail projects. As of September 2024, Alstom currently

had over 100 open engineering positions in Canada alone, half of which were for early career engineering graduates.

There is a clear need and demand from industry to train engineers with railway engineering expertise in Canada. With the launch of the undergraduate Railway Engineering Specialization, we have received repeated requests from people in industry wishing to take similar courses. Alstom and Hitachi Rail have also expressed interest in having their new hires, who did not take the Railway Engineering Specialization during their undergraduate studies, the opportunity to take these courses.

The proposed GDip in Railway Engineering is designed to provide engineers in industry, from a wide range of engineering disciplines, the necessary core competencies in railway engineering that employers need.

**RESOURCES REQUIRED:**

The Faculty of Engineering and Applied Science will leverage the undergraduate Railway Engineering Specialization courses and it is anticipated there will be no major resource requirements.

**CONSULTATION AND APPROVAL:**

- ✓ Academic Resource Committee: 9 December 2025
- ✓ FEAS Faculty Council: 4 December 2025
- ✓ Graduate Studies Committee: 18 December 2025
- ✓ Academic Council (Approval and Recommendation): 27 January 2026
- Board of Governors (Approval) Prospective Target Date: 5 March 2026

**NEXT STEPS:**

- The proposal must also proceed through the following external approval steps:
  - ✓ Ontario Universities Council on Quality Assurance Appraisal Committee
  - Ministry of Colleges, Universities, Research Excellence and Security (for Ontario Student Assistance Program purposes)
- The preferred date of implementation is in the Fall of 2026

**SUPPORTING REFERENCE MATERIALS:**

- New Program Proposal
- Appendices (supplemental only)



<b>Full name of proposed program (as it will appear on the student's transcript):</b> (e.g., Master of Arts in Education; Master of Science in Applied Bioscience)	Graduate Diploma in Railway Engineering
<b>Degree designation and short form:</b> (e.g., Master of Arts, M.A.; Master of Science, M.Sc.)	GDip
<b>Cost recovery program:</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Professional program:</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>For graduate diplomas:</b>	<input type="checkbox"/> Type 2 <input checked="" type="checkbox"/> Type 3
<b>Faculty offering the program:</b> (i.e., where the program will be housed/site of academic authority)	Faculty of Engineering and Applied Science
<b>Collaborating Faculty(ies) (if applicable):</b>	N/A
<b>Collaborating institution(s) (if applicable):</b>	N/A
<b>Program delivery location:</b>	Ontario Tech North Campus and Hybrid
<b>Proposed program start date (please change as needed):</b>	Fall 2026
<b>Program proponent/contact:</b>	Scott Nokleby
<b>Version date (please change as you edit this proposal):</b>	December 9, 2025
<b>Date of Academic Council Approval:</b>	27 January, 2026

# New Graduate Program Proposal

**Graduate Diploma in Railway Engineering**  
**Faculty of Engineering and Applied Science**

## 1 Program Abstract

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*Please provide a brief overview of the proposed program, summarizing the key points, to be shared with the public, in 1000 characters or less. You may wish to include:*

- *A clear statement of the purpose of the program (who is it for, what are the outcomes)*
- *Any program components, such as fields, pathways, or micro-credentials (note that fields, pathways, and micro-credentials are not required)*
- *Nature of the learning environment, noting any distinctive elements, including alternative modes of delivery (including online)*

*Note that this statement will be used on a standalone basis and is for external purposes; what do you want potential students/advisors to know about this program? (You may wish to complete this section last.)*

The rail sector is key to the Canadian economy with freight railways transporting half of Canada's exports. Rail is one of the key components in decarbonizing the transportation sector, especially in public transit, offering the most efficient way to move people in urban environments. The growth in the rail sector in Canada is enormous, with a growing demand from the industry for trained in Canada engineers with knowledge of railway systems. The Graduate Diploma in Railway Engineering is designed for recent graduates and industry professionals with an undergraduate engineering degree who want to learn the foundations of rail engineering and start careers in the rail sector. Through four hybrid courses that have been designed in collaboration with industry, students will learn the foundations of railway engineering including gaining core knowledge in types of rail systems, safety, signalling, rolling stock, and operations and maintenance.

## 2 Academic Rationale

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- *Identify what is being proposed, clearly state the program objectives, and provide an academic rationale for the proposed program (what is being created and why?)*

- *Explain the appropriateness of the program name and degree nomenclature, particularly as they relate to the program objectives*
- *Describe the mode of delivery (in-class, hybrid, online) and any work-integrated learning; outline how the delivery and components are appropriate to support students in achieving the Degree Level Expectations, program outcomes, and Program Learning Outcomes*
- *Discuss how the program addresses the current state of the discipline or area of study*
- *Describe the ways in which the program fits into the broader array of program offerings within the Faculty and the University*
- *Describe any unique curriculum or program innovations, creative components, or significant high impact practice*

Building upon the anticipated success of the undergraduate Railway Engineering Specialization, the proposed GDip in Railway Engineering has been designed for engineers in industry and recent engineering graduates who wish to pursue a career in the rail sector. The program structure for the GDip will be hybrid and is comprised of four courses:

- ENGR 5511G: Railway Systems
- ENGR 5522G: Railway Safety and Signalling
- ENGR 5533G: Railway Rolling Stock
- ENGR 5544G: Railway Systems Operation and Maintenance

The GDip offering of the courses will share the same lectures as those in the equivalent undergraduate Railway Engineering Specialization courses, but have different, graduate level deliverables and no labs.

The program name and nomenclature accurately reflect the program's scope and objectives. It signals a focused, graduate-level credential that builds on an engineering foundation while specializing in railway systems.

Innovative features of the program include integration with an established undergraduate specialization for resource efficiency and academic continuity, graduate-level assignments emphasizing applied research and industry-relevant problem-solving and a curriculum aligned with high-impact practices, fostering expertise in a sector vital to Canada's economic and environmental goals.

The Graduate Diploma in Railway Engineering addresses a critical skills gap in a discipline undergoing rapid transformation due to sustainability goals, technological innovation, and infrastructure modernization.

*Describe any fields and/or any pathways from related programs. (Graduate programs are not required to have fields in order to highlight an area of strength or specialization within a program, nor are they required to provide specific pathways from programs at the college, bachelor, or other level.)*

The Faculty of Engineering and Applied Science is currently updating its MEng programs to allow students who complete an engineering GDip a pathway into completing an MEng degree. While the specific details are still being developed, the changes will provide flexibility to students to complete an MEng degree, with the following options available:

- Complete the GDip in Railway Engineering (12 credits) plus a second four course engineering GDip plus two additional engineering graduate courses (6 credits)
- Complete the GDip in Railway Engineering (12 credits) plus a second four course engineering GDip plus the MEng Project (6 credits)
- Complete the GDip in Railway Engineering (12 credits) plus six additional engineering graduate courses (18 credits)
- Complete the GDip in Railway Engineering (12 credits) plus four additional engineering graduate courses (12 credits) plus MEng Project (6 credits)

### **3 University Mission, Vision, Integrated Academic and Research Plan, and Strategic Mandate Agreement**

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- *Detail the consistency of the program objectives with the Mission, Vision, Integrated Academic and Research Plan, and Strategic Mandate Agreement*
- *Describe how the program contributes to the University's Mission and Vision*
- *Explain how the program aligns with the goals and priorities outlined in the Faculty's(ies') and University's Integrated Academic and Research Plan*
- *Is this program consistent with the mandate of the sector? (i.e. technically/vocationally/theoretically/academically oriented for universities)*

*Identify how the program fits within one or more areas of strength or growth in Ontario Tech University's [Strategic Mandate Agreement](#)*

The act that created the University of Ontario Institute of Technology (Ontario Tech) states: “The objectives of the university are, (a) to provide undergraduate and postgraduate university programs with a primary focus on those programs that are innovative and responsive to the individual needs of students and to the market-driven needs of employers...” The proposed GDip in Railway Engineering is a clear example of delivering on this objective. Industry has clearly demonstrated the need for engineers trained in Canada with knowledge of railway systems.

The vision of Ontario Tech is: “Embracing technology with a conscience to advance knowledge and promote sustainability.” Railway is key to the sustainability of Canada, including making its cities livable, as well as playing a key role in the decarbonization of the transportation sector. As the population of Canada continues to grow, rail is the only viable solution to moving large numbers of people in urban centres to improve the livability of Canadian cities.

The proposed GDip aligns well with Ontario Tech’s mission to “... equip future leaders to solve complex problems.” Modern railway systems are extremely complex. The proposed GDip will give graduates the skill-set needed by the rail industry to allow them to make immediate contributions to this growing field.

In addition, the proposed GDip will be a unique offering amongst engineering programs in Canada. Ontario Tech will be the only engineering school offering a GDip in Railway Engineering.

## 4 Need, Demand, and Duplication

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*Provide evidence of the need and demand for the program and how this has been determined, focusing on:*

- *Student interest:*
  - *including number of prospective student inquiries, applications and registrations for similar programs, results from surveys/focus groups of existing students, graduates, or professionals in the field (include information about domestic vs. international student interest)*
- *Societal need:*

- *including evidence of the need for graduates of the program and in which fields (within academic, public, and/or private sectors);*
- *employment opportunities for prospective graduates, indicating at least three occupations in which graduates from this proposed program may be employed, selecting at least one using the [Ontario Job Futures website](#) and one from the [Government of Canada Labour Market Trends website](#); you may also wish to review the [Durham Workforce Authority website](#) and provide any relevant sector portfolio or local/community impact information;*
- *for professional programs, a description of the program's congruence with current regulatory requirements*
- *note if any employers in the area support the need for this program and include a letter(s) of support as an additional appendix*

The Faculty of Engineering and Applied Science was originally approached by Alstom and AtkinsRéalis about the possibility of developing a Railway Engineering Specialization for our undergraduate engineering programs. Despite Canada's strong reliance on the rail sector for moving people and freight, there are currently no engineering programs in Canada that educate engineers in railway systems. In fact, Canada is the only G7 nation without a railway engineering program (number of programs by nation: France 4, Germany 4, Italy 3, Japan 3, UK 3, and USA 3).

Rail has played a central role in the creation of Canada and its development and economic prosperity. This contribution continues to today, where Canadian freight railways transported half of Canada's exports in 2022 and a total of \$380 billion worth of goods (source: Rail Trends 2023 by Railway Association of Canada). Rail is one of the key components in decarbonizing the transportation sector, especially in public transit. Rail is the singular, most efficient way to move people in urban environments. The growth of rail transit projects is enormous both in Canada and globally. Alstom, globally has close to a 100 billion euros (€) backlog of rail projects. As of September 2024, Alstom currently had over 100 open engineering positions in Canada alone, half of which were for early career engineering graduates.

There is a clear need and demand from industry to train engineers with railway engineering expertise in Canada. With the launch of the undergraduate Railway Engineering Specialization, we have received repeated requests from people in industry wishing to take similar courses. Alstom and Hitachi Rail have also expressed interest in having their new hires, who did not take the Railway Engineering Specialization during their undergraduate studies, the opportunity to take these

courses. Projected enrollment would initially be around 30-40 students per year with the potential to enter into partnership with employers, like Alstom and Hitachi Rail, to deliver the courses to their new hires directly.

The proposed GDip in Railway Engineering is designed to provide engineers in industry, from a wide range of engineering disciplines, the necessary core competencies in railway engineering that employers need.

- *Describe how the program is distinct from other programs at Ontario Tech. Is it reasonable to anticipate this program might affect enrolment in other related programs? If so, how might this be addressed?*

The GDip in railway engineering is distinct from other programs at Ontario Tech. Although the Railway Engineering Specialization exists for some of the undergraduate programs, the GDip is designed for those who did not have the opportunity to take the Railway Engineering Specialization during their undergraduate studies.

The GDip will not affect enrolment in other programs at Ontario Tech.

- *Is this a new area of study? Please explain:*

The GDip builds upon the already existing undergraduate Railway Engineering Specialization, so it is not a new area of study. However, it is a further step into expanding Ontario Tech's offerings that contribute to the training needs of the rail sector.

- *Identify similar or complementary programs offered by other universities with specific reference to Ontario and Canadian examples, using the table in the Appendix. Please be brief but specific in the table. Avoid value-based statements; rather, focus on need and demand, describing how the proposed program is similar to or different from existing programs. Please fill out and refer to the table in the Appendix when discussing the comparator programs*
- *Provide additional overall comment on the justification for any duplication*

The GDip in Railway Engineering is unique at the graduate level and there are no similar programs available in Ontario or in Canada. At the undergraduate level, other than the Ontario Tech Railway Engineering Specialization, the only similar

undergraduate specialization is at Polytechnique Montreal which offers a French language version of the Railway Engineering Specialization.

## 5 Enrolment Information

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- Please complete Table 1 and provide, in paragraph form, information regarding enrolment projections
- Please determine the academic year when the program enrollment will reach a steady-state and add an asterisk (\*) in the corresponding box beside the number
- This table should reflect normal estimated program length. (Table may be adjusted as necessary.)

**Table 1: Projected Enrollment by Academic and Program Year**

	Academic Year					
	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
Level of Study						
Master's year 1	30-40	30-40	40-50*	40-50	40-50	40-50
Total Enrollment	30-40	30-40	40-50	40-50	40-50	40-50

Projected enrollment would initially be around 30-40 students per year with the potential to enter into partnership with employers, like Alstom and Hitachi Rail, to deliver the courses to their new hires directly. The planned steady-state is 40-50 students per year. Note these directed offerings may be offered in alternate formats other than the traditional 12-week semester.

## 6 Admission Requirements

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*Outline the formal admission requirements as they will appear in the Academic Calendar*

Minimum Academic Requirements for Graduate Diploma Programs:

- Hold a four-year honours degree or its equivalent from a recognized institution in the area of graduate study or a closely related subject.
- A minimum B-minus average (GPA: 2.7 on a 4.3 scale).
- Applicants that have a degree in subject areas outside of engineering or those who do not meet the minimum GPA requirements, but have relevant engineering experience will be evaluated on an individual case-by-case basis.

- *Explain how the program’s admission requirements are appropriate for the program objectives and program learning outcomes: How will they help to ensure students are successful? How do they align with the learning outcomes of the program?*
- *Explain in detail any additional requirements for admission to the program such as minimum grade point average, special language, portfolio, etc. (and how the program recognizes prior work or learning experience, if applicable)*
- *Indicate the programs from which students may be drawn*

Graduates from any Canadian accredited undergraduate engineering program (or its equivalent) will be eligible to enrol in the GDip, including: Automotive Engineering, Civil Engineering, Electrical Engineering, Energy Engineering, Industrial Engineering, Manufacturing Engineering, Mechanical Engineering, Mechatronics Engineering, and Software Engineering.

Note, the consideration of applicants from non-engineering programs or those who do not meet the minimum GPA requirements is to provide applicants looking to re-skill for the rail sector the potential opportunity to do the GDip in Railway Engineering.

## **7 Program Requirements, Learning Outcomes, Degree Level Expectations (DLEs), and Program Structure**

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*Participate in program learning outcome (PLO) development sessions and complete the PLO mapping document to describe what the student will know or be able to do by the end of the program and how that knowledge or skill will be demonstrated; include the mapping document as an appendix; refer to the new PLOs and PLO mapping document to complete the questions in this section.*

Please see Appendix A for a list of the Program Learning Outcomes, Degree Level Expectations, Courses, and Assessments.

*Discuss how the design, structure, requirements, and delivery of the program are appropriate for the program learning outcomes, program outcomes, and Degree Level Expectations. Guidance on program objectives and program-level learning outcomes, including examples, is available [here](#). Be sure to include the following in your response:*

- *The sequencing of required courses or other learning activities*
- *The mode of delivery of the program (is this an online or hybrid program?)*
- *Will the program be offered full-time and/or part-time; what is the program length for both full-time and part-time students; how will the program requirements reasonably be completed within the proposed time?*
- *A clear indication of how faculty scholarship and research is integrated; for researched-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for degree completion; for professional graduate programs, how an understanding of research in this area will be reflected in curriculum and/or assessment*
- *How the program will be administered*
- *The unique curriculum or program innovations or creative components in this program*
- *The ways in which the curriculum addresses the current state of the discipline*
- *If the program is to be accredited, include with the above details about the accreditation requirements and add the accreditation tables, if available, as an additional Appendix*

The program consists of four core courses, delivered over two semesters, that cover key knowledge for those wishing to pursue a career in the rail sector:

- ENGR 5511G: Railway Systems
- ENGR 5522G: Railway Safety and Signalling
- ENGR 5533G: Railway Rolling Stock
- ENGR 5544G: Railway Systems Operation and Maintenance

Typically, ENGR 5511G and ENGR 5522G will be offered in the Fall semester and ENGR 5533G and ENGR 5544G will be offered in the Winter semester to align with the delivery of the undergraduate Railway Engineering Specialization. The sequencing of the courses is designed so that students are first given an overview of railway systems in ENGR 5511G and safety and signalling in ENGR 5522G in the Fall semester and then build upon these courses in the Winter semester where they focus on rolling stock in ENGR 5533G and railway systems operations and maintenance in ENGR 5544G. By the end of the four courses, graduates will have core knowledge about the key areas of railway systems.

Delivery mode for the four courses will be hybrid. In addition to the traditional 12-week semester delivery, the courses may be delivered in compressed time formats to meet the needs of industry partners.

To facilitate access to all potential students, part-time studies are permitted. In particular, engineers in industry may wish to pursue a graduate diploma program through part-time studies.

The courses available in the program cover the state-of-the-art in railway engineering and are taught by instructors with subject matter expertise. The courses were developed in conjunction with subject matter experts from industry. An Industrial Advisory Committee made up of representatives from the rail industry will help ensure the courses remain relevant and current.

All course deliverables will be designed to ensure that the students are meeting the program learning outcomes and support the achievement of Degree Level Expectations. Assessments will not only measure content knowledge but also foster advanced competencies expected at the graduate level.

*Provide evidence that each graduate student is required to take a minimum of two-thirds of the course requirements from among graduate-level courses*

All four courses that are required for the GDip are graduate level.

*Describe how the principles of Equity, Diversity, Inclusion, and Decolonization have been considered:*

- *Does the program contain concepts, materials, or resources from scholars/professionals who are part of one or more historically marginalized groups?*
- *Are multiple perspectives represented in the program, such as those offered by those who are Indigenous, Black, Persons of Colour, and/or 2SLGBTQIA+?*
- *How has accessibility been considered? More specifically, have the needs of students with disabilities been integrated into the program design (e.g., the ways that students are asked to demonstrate their learning)? Please provide information beyond the services offered by Student Accessibility Services*
- *Discuss how the program structure and delivery reflect universal design for teaching and learning and how the potential need to provide mental or physical health accommodations have been considered; describe how the program structure and delivery methods promote student well-being and resiliency and any elements that support a sense of community in the program*
- *Will this program provide space to allow for the discussion of other viewpoints outside the “dominant, Western narrative”?*

The Faculty of Engineering and Applied Science (FEAS) is fully committed to Equity, Diversity, and Inclusion (EDI), including in all its courses and all its research activities. The material covered in this program considers the development of railway systems that serve the public, so it is critical that EDI considerations are incorporated into the development of these systems, in particular ensuring these systems are accessible for all users. The courses, where appropriate, will cover these issues to ensure that students understand the importance of designing accessible systems.

As an example of its focus on EDI, FEAS has the Women in Engineering Society with the following goals :

- We foster a welcoming and engaging space for female engineering students to create a sense of community on and off campus.
- We connect female students to future employers and engineering career opportunities across Canada, and showcase successful female engineering professionals.
- We equip our students with professional skills, connections, and inspiration to prepare them for their professional careers.
- We give back to the community by running outreach events to encourage and inspire young women to pursue an education in engineering.

In addition to the above, FEAS's Engineering Outreach offers programs targeting Indigenous and black students to inspire and encourage them to pursue engineering.

For students who have accommodation needs, existing Student Accessibility Services (SAS) supports will be available to students who require specific accommodations.

Does this Program contain any Indigenous content?    Yes       No       Unsure

*For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle](#).*

Has the IEAC been contacted     Yes    No    If yes, when? N/A

What was the advice you received from the IEAC, and how has it been included in your proposal?

N/A

Did the IEAC ask you to return the proposal to them for review?  Yes  No

If yes, have they completed their review?  Yes  No  N/A

*Is there an experiential learning component (e.g. workplace learning, co-op, internship, field placements, service learning, mandatory professional practice) to the program? If yes, please describe this component in 2500 words or less. Include confirmed partners, duration of the experiential learning component(s), and projected number of placements (where applicable) and provide letters of support.*

N/A

## 8 Assessment of Teaching and Learning

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*Using examples from the PLO mapping document, address the following. Please see [Guidance on Assessment of Teaching and Learning](#) and speak with the Teaching and Learning Centre (TLC) for advice on how to satisfy these criteria.*

- *Appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and Degree Level Expectations*
- *Describe plans for documenting and demonstrating:*
  - *The overall quality of the program*
  - *Whether the program is achieving in practice its proposed objectives;*
  - *Whether the students are achieving the program learning outcomes and a level of performance consistent with the Degree Level Expectations; and*
  - *How the resulting information will used to inform continuous program improvement*

The learning outcomes for the program are achieved through a combination of graduate-level course work, including assignments, exams, projects, and presentations.

Learning activities and materials in graduate courses will be carefully designed to ensure that learners are deliberately exposed to study, the majority of which is at, or informed by, the forefront of engineering theory and practice.

The courses have been designed to give students key knowledge in railway engineering as well as an opportunity for advanced development of generic skills such as communication and teamwork. In addition, there will be scholarly activities of independent investigation, report writing, and presentations.

Throughout the curriculum, learning activities are planned, and student progress will be monitored to ensure that safety, professional guidelines, and ethical responsibilities relevant to engineering are modelled, developed, and evaluated.

The courses available in the program cover the state-of-the-art in railway engineering and are taught by instructors with subject matter expertise. The courses were developed in conjunction with subject matter experts from industry. An Industrial Advisory Committee made up of representatives from the rail industry will help ensure the courses remain relevant and current.

Student feedback surveys will be completed at the end of each course delivery to gather feedback. As well student performance in each course will be monitored yearly. The Graduate Program Director responsible for the program will review both the student feedback surveys and the student performance to ensure that the program is meeting its goals. In addition, the Industrial Advisory Committee will also provide feedback on the program delivery. Insights from these surveys and reviews will be documented and used to identify specific areas for improvement, inform curriculum adjustments, and guide enhancements to teaching and learning strategies.

To ensure sustained quality, program effectiveness will be assessed and monitored through the cyclical review process, providing actionable insights for continuous improvement.. In addition to the review every eight years, Ontario Tech's Academic Resource Committee requires a brief report at program launch and a full report one-year after the launch of a new program. If there are areas of concerns raised at the one-year report, a subsequent 18-month report will be required. The one-year report will ask the program to review enrollment data, admission averages, and provide an analysis of successes and challenges encountered in the first year. If it is deemed necessary, recommendations will be made to enhance program effectiveness and student success. If required, the 18-month report will address key curricular and student data (e.g., GPA, retention data, etc.) as well as any outstanding recommendations from the one-year report. Pending the committee's review, further documentation may be required of the program for ongoing monitoring.

## 9 Calendar Copy and Program Map(s)

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- *Provide, as an Appendix using the template provided, a clear and full calendar copy. The template ensures consistency across all programs in the Academic Calendar*
- *Provide, as an Appendix, a full list of all courses included in the program including course numbers, titles, and descriptions. Please indicate clearly whether the courses are new/existing. Include full new course proposals for new courses, the template for which will be provided by CIQE. Include the most recent course descriptions for existing courses. If you are making changes to the existing courses, also include a course change form. In an Appendix referenced in Section 11 below, you will note which faculty members are expected to teach in the program and who is responsible for developing any new courses.*

Please see Appendix B for the Calendar Copy and New Course Proposals for the program.

## 10 Consultation

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- *Describe the expected impact of the new program on the nature and quality of other programs delivered by the home and collaborating Faculty(ies) and any expected impact on programs offered by other Faculties*
- *Outline the process of consultation with the Deans of Faculties that will be implicated or affected by the creation of the proposed program*
- *Provide letters of support for the program from Deans at Ontario Tech and/or from other institutions/partners*
- *Describe any consultation undertaken with regard to the principles of Equity, Diversity, Inclusion, and Decolonization not covered in Section 7 above*

The Graduate Diploma in Railway Engineering is designed to complement, rather than compete with, existing programs within the Faculty and across the University. By leveraging shared lectures with the undergraduate Railway Engineering Specialization, the GDip enhances resource efficiency without diminishing the quality of undergraduate offerings. Graduate-level course deliverables ensure academic rigor and differentiation, maintaining clear boundaries between credential levels.

The Office of the Registrar and the School of Graduate and Postdoctoral Studies were both consulted in the development of this program. No issues were raised.

As noted above, there will be no impact on other programs offered at Ontario Tech.

Please see Appendix C for Letters of Support obtained from Industry partners.

## 11 Resource Requirements

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### **Resource Summary**

*Provide a brief summary statement of the funding requirements and the rationale. Please consult with the Provost's Office early regarding any resource implications described in this section.*

As the program is leveraging the undergraduate Railway Engineering Specialization courses, it is anticipated there will be no major resource requirements. By leveraging shared lectures with the undergraduate Railway Engineering Specialization, the GDip enhances resource efficiency without diminishing the quality of undergraduate offerings. Graduate-level course deliverables ensure academic rigor and differentiation, maintaining clear boundaries between credential levels.

***The resource requirements outlined in Section 11 have been reviewed by the Academic Resource Committee (ARC): December 9, 2025  
(date of review)***

### 11.1 Human Resource Requirements

#### **Faculty – New and Existing Requirements**

*Complete, as an Appendix, the table detailing the list of faculty committed to the program and provide, in paragraph form below, the following:*

- *Clear evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation, and foster an appropriate intellectual climate*
- *Additional information to demonstrate how supervisory loads are distributed in light of qualifications and appointment status, if not clear from the table*
- *Evidence of the participation of a sufficient number and quality of faculty who will actively participate in the delivery of (teach and/or supervise) the program and achieve the goals of the program and foster the appropriate academic environment, contribute substantively to the program, and commit to student mentoring*

- *Describe the role of any sessional/part-time faculty and any adjunct faculty; provide an approximate percentage used in the delivery of the program and the plans to ensure the sustainability of the program and quality of the student experience*
- *Explain the provision of supervision of any experiential learning opportunities; how will supervisory loads be distributed?*

*Provide the CVs of all faculty who appear in the table of faculty committed to the program. These CVs should form a separate document with a table of contents and should have all CVs in alphabetical order by surname. CVs should be submitted in a consistent format.*

The program will be delivered by three existing faculty members in the Faculty of Engineering and Applied Science with railway engineering expertise: Yuping He, Zia Saadatnia, and Mohamed Yousseff. Like the undergraduate Railway Engineering Specialization, some courses may be taught by sessional instructors with relevant industry experience. Alstom and AtkinRéalisis have confirmed they can provide qualified engineers to teach courses as needed.

There is no supervision of experiential learning opportunities in this program.

Please see Appendix D for the Faculty Information for the program.

Are additional faculty required to be able to offer this program?  Yes  No

*Please explain, i.e. Why would new faculty not be required? Would this change over time? What year will the faculty hire be required, and are there additional criteria associated with the hiring requirement (e.g. enrolment levels, program growth, University or Faculty priorities)?*

Since the course delivery will leverage the undergraduate Railway Engineering Specialization course offerings, no additional human resources will be required, unless the number of students enrolled reaches the point where more than one section of a given course needs to be offered.

Over time, as the numbers warrant, the Faculty will make the case to hire two dedicated faculty members to support both the undergraduate Railway Engineering Specialization and the GDip in Railway Engineering.

### **Additional Academic and Non-Academic Human Resources**

*Give details regarding the nature and level of TA support required by the program, the level of administrative (i.e. new program director appointment), and academic advising support, etc. If new staff resources are needed, provide further details below.*

No TAs will be required unless the enrolment per course for GDip students exceeds 40-50 students.

Are additional staff required to be able to offer this program?  Yes  No

*If yes, please outline what year the staff hire(s) will be required and any additional criteria associated with the hiring requirement (e.g. enrolment levels, program growth, University or Faculty priorities):*

N/A

## **11.2 Learning Resources**

*Provide an opening statement to describe the resources to sustain the quality of scholarship and research activities of undergraduate and graduate students, enhance the learning and teaching environment, promote student well-being and resiliency in the learning and teaching environment; refer as noted to the two standard Appendices.*

The program will leverage existing institutional resources and targeted supports, including access to modern facilities, technology-enabled classrooms, and research infrastructure. Dedicated student services, academic advising, and wellness initiatives will promote student well-being and resiliency, ensuring a supportive and inclusive learning environment.

Please see Appendix E for a University statement concerning Learning Resources.

## **11.3 Information Technology**

*Provide a summary of evidence that there are adequate information technology resources to sustain the quality of scholarship and research activities of undergraduate and graduate students; address any unique requirements including renovations to existing space, Faculty-specific space/equipment, etc.; are there additional technology requirements specific to being able to successfully launch this program? Refer as noted to the standard Appendix.*

The institution provides robust information technology resources to support high-quality scholarship and research activities for both undergraduate and graduate students. These include access to modern computing facilities, high-speed networks, secure data storage, and discipline-specific software to enhance teaching and learning. Existing spaces are equipped with technology-enabled classrooms and research infrastructure ensuring the program can be successfully implemented and sustained.

Please see Appendix F for a University statement concerning information technology services.

### **Supporting information for online and hybrid programs**

*Where applicable, please provide the following details for online and hybrid programs:*

- *Describe the adequacy of the technological platform to be used for online delivery*
- *Describe how the quality of education will be maintained*
- *Describe how the program objectives will be met*
- *Describe how the program learning outcomes will be met*
- *Describe the support services and training for teaching staff that will be made available*
- *Describe the sufficiency and type of supports that will be available to students*
- *How has accessibility been considered?*
- *What strategies have been considered to accommodate students with disabilities?*
- *Have the principles of [Universal Design](#) been considered?*
- *Will course content be offered in both written and audible forms (e.g., closed captioning, transcriptions)?*
- *Is course content designed logically and is it easy to follow with limited instruction?*
- *Are assignment expectations clear (i.e., a rubric)?*
- *Have the needs of students with limited or unreliable access to wi-fi been considered (e.g., breaking down pre-recorded lectures into maximum 10-minute videos)?*

The program will leverage existing University IT infrastructure. Ontario Tech is a laptop university where students bring their own laptop devices and are provided access to a software portal where they can download any necessary software required for their courses, including a variety of engineering specific packages such as SolidWorks, NX, Multisim, MATLAB, Adams, and Nastran.

The hybrid delivery of the courses will make use of Ontario Tech's flexible hybrid classrooms that allow for synchronous delivery with active participation from

students both in room and online and the ability for all students to see all other students.

## 11.4 Financial Support for Graduate Students

*Provide evidence that financial assistance for students, including TA-ships where applicable, will be sufficient to ensure adequate quality and numbers of students.*

No financial assistance will be provided as this is a professional program.

## 11.5 Space and Infrastructure Requirements

- *Provide evidence that there are adequate resources to sustain the quality of scholarship and research activities of undergraduate and graduate students, including information about laboratory and research space access, where applicable, and office space; address any unique requirements*
- *Highlight the change in the number of faculty, students, administrative staff, etc. as well as information on changes in equipment and activities; renovation of existing space; or whether the current space allocation will accommodate the new program*
- *Are there additional space requirements specific to being able to successfully launch this program?*

The hybrid delivery of the courses and the leveraging with the undergraduate Railway Engineering Specialization course delivery will have minimal impact on classroom requirements.

No additional space requirements are required.

## 11.6 Other Resource Implications

- *Note here if this new program may impact enrolment agreements with other institutions/external partners that exist with the Faculty/Provost's office. Indicate if the new program will require changes to any existing agreements with other institutions or will require the creation of a new agreement. Please consult with CIQE ([cique@ontariotechu.ca](mailto:cique@ontariotechu.ca)) regarding any implications to existing or new agreements*
- *Are there inter-Faculty teaching implications?*
- *If this is a new joint program with another institution, indicate how the program will be administered and how program reviews will be conducted (refer to the Ontario Tech [Institutional Quality Assurance Process Policy](#) for more information)*

The program does not impact any existing agreements Ontario Tech has with institutional and external partners. In addition, there are no inter-Faculty implications.

## 12 Closing Statements Regarding Program Quality

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- *Please summarize the appropriateness of the faculty's collective expertise and how it contributes substantively to the proposed program; use indicators to provide evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation, and scholarly record).*
- *Please summarize how the program and faculty will ensure the intellectual quality of the student experience.*

The GDip in Railway Engineering has been designed in consultation with experts from the railway sector to meet the demands of this rapidly growing sector. The Faculty has several professors with railway expertise as well as access to a slate of industry experts from our partner companies who can deliver courses as needed. The program has been designed to meet the needs of the rail sector. The Faculty has a history of quality program delivery that will serve as a model for the delivery of this new program.

## Appendices

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*Please include at minimum the below. Additional Appendices may be added, as appropriate. Appendices should ultimately be listed below, attached as separate documents, and clearly labelled (A, B, C, etc.) in the order in which they are first mentioned in the document.*

Appendix A: Program Learning Outcomes, Degree Level Expectations, Courses, and Assessments

Appendix B: Calendar Copy and New Course Proposals

Appendix C: Letters of Support from Industry

Appendix D: Faculty Information

Appendix E: Learning Resources

Appendix F: Information Technology Resources

Proposal last updated: December 2025

## Appendix A – PLO, DLE, Courses, Assessments

### Graduate Diploma in Railway Engineering

PLO #	Program Learning Outcomes
1	Explain advanced concepts, principles, and theories in railway systems related to safety, signalling, rolling stock, operations, and maintenance.
2	Use engineering knowledge and methods to identify, analyze, and solve engineering problems related to railway systems.
3	Practice social, professional, and ethical requirements of engineering.
4	Explain the importance of continuing professional education and the strategies necessary for lifelong learning in the discipline.
5	Communicate railway engineering concepts, principles, and results effectively using written and verbal formats.
6	Critically evaluate advanced information using knowledge of railway systems and apply it in engineering practice.

### Graduate Diploma in Railway Engineering

Graduate Degree Level Expectations		Depth and Breadth of Knowledge				Research and Scholarship				Level of Application of Knowledge				Professional Capacity/Autonomy				Level of Communication Skills				Awareness of Knowledge Limits			
Program Learning Outcomes		PL O1				PL O1	PL O6			PL O2				PL O3	PL O4			PL O5				PL O6			
Course No.	Course Title																								
ENGR 5111G	Railway Systems	1, 2, 3, 4				4	4			1, 2				3, 4	3, 4			3, 4				3, 4			
ENGR 5222G	Railway Safety and Signalling	1, 2, 3, 4				4	4			1, 2				3, 4	3, 4			3, 4				3, 4			
ENGR 5333G	Railway Rolling Stock	1, 2, 3, 4				4	4			1, 2				3, 4	3, 4			3, 4				3, 4			
ENGR 5444G	Railway Systems Operation and Maintenance	1, 2, 3, 4				4	4			1, 2				3, 4	3, 4			3, 4				3, 4			

Degee of Implementation:
Introduced
Reinforced

Assessment Legend:	
1	Assignments
2	Exam (example)

Mastered

3	Presentati on	
4	Project	

# Railway Engineering, Graduate Diploma

## **General Information**

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The Graduate Diploma (GDip) in Railway Engineering provides students with a comprehensive introduction to the core areas that define modern rail systems. As one of the most critical sectors of the Canadian economy, responsible for moving half of the country's exports, the rail industry continues to grow rapidly and plays a central role in decarbonizing transportation. Rail offers one of the most efficient and sustainable modes of moving both people and goods, particularly within urban environments.

Designed for recent graduates and industry professionals holding an undergraduate engineering degree, the Graduate Diploma in Railway Engineering equips learners with the foundational knowledge needed to begin or advance careers in this expanding field. Through four hybrid courses developed in collaboration with industry partners, students will gain a thorough understanding of key components of railway systems. Topics span a wide range and include rail system types, safety and regulatory frameworks, signalling and communication technologies, rolling stock, and operations and maintenance.

This program prepares graduates to meet the growing demand for engineers trained in Canada who possess practical, sector-specific expertise in railway engineering.

## **Admission Requirements**

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In addition to the general admission requirements for graduate studies, applicants must meet the following program-specific requirements:

Minimum Academic Requirements for Graduate Diploma Programs:

- Hold a four-year honours degree or its equivalent from a recognized institution in the area of engineering or a closely related subject.
- A minimum B-minus average (GPA: 2.7 on a 4.3 scale).
- Applicants that have a degree in subject areas outside of engineering or those who do not meet the minimum GPA requirements, but have relevant engineering experience will be evaluated on an individual case-by-case basis.

Graduates from any Canadian accredited undergraduate engineering program (or its equivalent) will be eligible to enrol in the GDip, including: Automotive Engineering, Civil Engineering, Electrical Engineering, Energy Engineering, Industrial Engineering, Manufacturing Engineering, Mechanical Engineering, Mechatronics Engineering, and Software Engineering.

Note, the consideration of applicants from non-engineering programs or those who do not meet the minimum GPA requirements is to provide applicants looking to re-skill for the rail sector the potential opportunity to do the GDip in Railway Engineering.

### **Part-time studies**

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To facilitate access to all potential students, part-time studies are permitted. In particular, engineers in industry may wish to pursue a graduate diploma program through part-time studies.

### **Graduate diploma requirements**

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For the graduate diploma, students must complete the four courses below for a total of 12 credits.

**Note:** Graduate diploma students are not permitted to take courses outside of their home program course listings for program credit. In addition, they may not take any senior fourth-year undergraduate courses from the Faculty of Engineering and Applied Science in lieu of a graduate course.

### **Course listings**

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- ENGR 5511G: Railway Systems
- ENGR 5522G: Railway Safety and Signalling
- ENGR 5533G: Railway Rolling Stock
- ENGR 5544G: Railway Systems Operation and Maintenance

### **Program learning outcomes**

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The following outcomes outline the knowledge and skills students will have achieved upon completion of the program.

Program Learning Outcomes - Railway Engineering, Graduate Diploma

## NEW COURSE TEMPLATE

For changes to existing courses see *Course Change Template*

New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

<b>Faculty:</b> Faculty of Engineering and Applied Science	
<b>This new course is associated with:</b>	
<input type="checkbox"/> Minor Program Adjustment <input type="checkbox"/> Major Program Modification <input checked="" type="checkbox"/> New Program <input type="checkbox"/> None	
<b>Will this course appear anywhere other than the course description section of the Calendar?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

If you answered yes to the above, please complete:

**A new core course for an existing program, specialization or minor:** Minor Program Adjustment

**A new elective course for an existing program, specialization or minor, listed in the program map:** Course Placement

**A new course (core or elective) related to a Major Program Modification:** Major Program Modification

**A new course (core or elective) related to a New Program:** New Program proposal

**Programs impacted:** [Please list all impacted programs including any applicable fields or specializations.]

GDip in Railway Engineering
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**Calendar start date:** (When the course should first appear in the Academic Calendar 2020-2021)

2026-2027
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**Registration start date:** (The first time the course will be open for registration e.g. Fall 2020)

Fall 2026
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**Additional supporting information** (optional; please indicate if you are attaching any additional documentation)

N/A
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<b>Subject Code:</b> ENGR	<b>Course Number:</b> 5511G
<b>Full Course Title:</b> Railway Systems	
<b>Short-Form Course Title</b> (max. 30 characters): Railway Systems	

## Course Description

This course covers railway systems including the environmental needs and contributions of railway systems in a global context. The course will cover the history of railways, the requirements of regulatory authorities and the factors considered in designing railway systems, including the main economic parameters of railway systems to be considered for any project. Engineering methodologies of railway systems, including design of metro, tram, and mainline/commuter systems will be covered along with the principles for managing the operational capability of railway systems.

<b>Credit Hours:</b> 3	
<b>Contact Hours – please indicate total number of hours for each component</b>	
<b>Lecture:</b> 3	<b>Lab:</b>
<b>Tutorial:</b>	<b>Other:</b>
<b>Cross-listings</b>	
<b>Prerequisites for Calendar</b>	
<b>Prerequisites for Banner</b>	
<b>Co-requisites</b>	
<b>Prerequisites with concurrency (pre or co-requisite)</b>	
<b>Credit restrictions</b>	ENGR 3011U <input type="checkbox"/> <b>Equivalency*</b>
<b>Recommended Prerequisites</b>	
<b>Course Restrictions</b>	
<b>Course Type</b>	<input checked="" type="checkbox"/> <b>Core</b> <input type="checkbox"/> <b>Elective</b> <input type="checkbox"/> <b>Core or Elective</b>
<b>Is the course:</b>	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses)
<b>Grading scheme</b>	<input checked="" type="checkbox"/> <b>N (normal alpha grade)</b> <input type="checkbox"/> <b>P (pass/fail)</b>

\***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

## Course instructional method:

CLS (In Class Delivery)		HYB (In Class and Online Delivery)	X
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)		WEB (Fully Online – Asynchronous)	
Not Applicable			

## Teaching and assessment methods:

<b>Assessment Methods:</b>
Assignments, quizzes, projects, presentations, and/or exams as determined by the course instructor.

**Learning outcomes:** (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at [teachingandlearning@ontariotechu.ca](mailto:teachingandlearning@ontariotechu.ca).)

Students who successfully complete the course should have reliably demonstrated the ability to: <ul style="list-style-type: none"> <li>• Explain the environmental needs and challenges of railway systems.</li> </ul>
--

- Understand the regulatory framework for railway systems.
- Describe the main parameters of railway applications that have driven choices worldwide.
- Understand the roles of planners, customers, operators, maintenance stakeholders, manufacturers, subcontractors in the rail industry.

Does this course contain any experiential learning components?  Yes  No

If yes:

Case Study	X	Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

We have consulted with all impacted areas:  Yes  NA

Process of consultation, if applicable:

Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course?  Yes  No Please explain:

The Faculty of Engineering and Applied Science (FEAS) is fully committed to Equity, Diversity, and Inclusion (EDI), including in all of its courses. The material covered in this course considers the development of railway systems that serve the public, so it is critical that EDI considerations are incorporated into the development of these systems, in particular ensuring these systems are accessible for all users.

For students who have accommodation needs, existing Student Accessibility Services (SAS) support will be available to students who require specific accommodations.

Does this course contain any Indigenous content?  Yes  No  Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle](#).

Has the IEAC been contacted?  Yes  No

If yes, when?

What was the advice you received from the IEAC, and how has it been included in your proposal?

Did the IEAC ask you to return the proposal to them for review?  Yes  No

If yes, have they completed their review?  Yes  No  N/A

**Financial Implications**

The course will be delivered concurrently with ENGR 3011U, so there is limited financial implications.

**Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):**

## NEW COURSE TEMPLATE

For changes to existing courses see *Course Change Template*

New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

<b>Faculty:</b> Faculty of Engineering and Applied Science	
<b>This new course is associated with:</b>	
<input type="checkbox"/> Minor Program Adjustment <input type="checkbox"/> Major Program Modification <input checked="" type="checkbox"/> New Program <input type="checkbox"/> None	
<b>Will this course appear anywhere other than the course description section of the Calendar?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

If you answered yes to the above, please complete:

**A new core course for an existing program, specialization or minor:** Minor Program Adjustment

**A new elective course for an existing program, specialization or minor, listed in the program map:** Course Placement

**A new course (core or elective) related to a Major Program Modification:** Major Program Modification

**A new course (core or elective) related to a New Program:** New Program proposal

**Programs impacted:** [Please list all impacted programs including any applicable fields or specializations.]

GDip in Railway Engineering
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**Calendar start date:** (When the course should first appear in the Academic Calendar 2020-2021)

2026-2027
-----------

**Registration start date:** (The first time the course will be open for registration e.g. Fall 2020)

Fall 2026
-----------

**Additional supporting information** (optional; please indicate if you are attaching any additional documentation)

N/A
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<b>Subject Code:</b> ENGR	<b>Course Number:</b> 5522G
<b>Full Course Title:</b> Railway Safety and Signalling	
<b>Short-Form Course Title</b> (max. 30 characters): Railway Safety and Signalling	

## Course Description

This course covers railway signalling systems and their role as the key device for managing the safety of railway systems. Students will learn the applicable principles and solutions employed in modern signalling systems for complex rail networks. Topics include signal technologies, safety, security, interlocking, and levels of automation.

<b>Credit Hours:</b> 3	
<b>Contact Hours – please indicate total number of hours for each component</b>	
<b>Lecture:</b> 3	<b>Lab:</b>
<b>Tutorial:</b>	<b>Other:</b>
<b>Cross-listings</b>	
<b>Prerequisites for Calendar</b>	
<b>Prerequisites for Banner</b>	
<b>Co-requisites</b>	
<b>Prerequisites with concurrency (pre or co-requisite)</b>	
<b>Credit restrictions</b>	ENGR 3022U <input type="checkbox"/> <b>Equivalency*</b>
<b>Recommended Prerequisites</b>	
<b>Course Restrictions</b>	
<b>Course Type</b>	<input checked="" type="checkbox"/> <b>Core</b> <input type="checkbox"/> <b>Elective</b> <input type="checkbox"/> <b>Core or Elective</b>
<b>Is the course:</b>	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses)
<b>Grading scheme</b>	<input checked="" type="checkbox"/> <b>N (normal alpha grade)</b> <input type="checkbox"/> <b>P (pass/fail)</b>

\***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

## Course instructional method:

CLS (In Class Delivery)		HYB (In Class and Online Delivery)	X
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)		WEB (Fully Online – Asynchronous)	
Not Applicable			

## Teaching and assessment methods:

### Assessment Methods:

Assignments, quizzes, projects, presentations, and/or exams as determined by the course instructor.

**Learning outcomes:** (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](http://www.ontariotechu.ca/teachingandlearning), or contact them at [teachingandlearning@ontariotechu.ca](mailto:teachingandlearning@ontariotechu.ca).)

Students who successfully complete the course should have reliably demonstrated the ability to:

- Understand the technologies used in railway signalling.
- Design interlock systems.
- Understand the principles and design of an integrated control centre system.

- Identify security risks associated with infrastructure and communications/network systems.
- Explain the levels of automation in railway systems.

Does this course contain any experiential learning components?  Yes  No

If yes:

Case Study	X	Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

We have consulted with all impacted areas:  Yes  NA

Process of consultation, if applicable:

Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course?  Yes  No Please explain:

The Faculty of Engineering and Applied Science (FEAS) is fully committed to Equity, Diversity, and Inclusion (EDI), including in all of its courses. The material covered in this course considers the development of railway systems that serve the public, so it is critical that EDI considerations are incorporated into the development of these systems, in particular ensuring these systems are accessible for all users.

For students who have accommodation needs, existing Student Accessibility Services (SAS) support will be available to students who require specific accommodations.

Does this course contain any Indigenous content?  Yes  No  Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle](#).

Has the IEAC been contacted?  Yes  No

If yes, when?

What was the advice you received from the IEAC, and how has it been included in your proposal?

Did the IEAC ask you to return the proposal to them for review?  Yes  No

If yes, have they completed their review?  Yes  No  N/A

**Financial Implications**

The course will be delivered concurrently with ENGR 4022U, so there is limited financial implications.

**Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):**

---

## NEW COURSE TEMPLATE

For changes to existing courses see *Course Change Template*

New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

<b>Faculty:</b> Faculty of Engineering and Applied Science	
<b>This new course is associated with:</b>	
<input type="checkbox"/> Minor Program Adjustment <input type="checkbox"/> Major Program Modification <input checked="" type="checkbox"/> New Program <input type="checkbox"/> None	
<b>Will this course appear anywhere other than the course description section of the Calendar?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

If you answered yes to the above, please complete:

**A new core course for an existing program, specialization or minor:** Minor Program Adjustment

**A new elective course for an existing program, specialization or minor, listed in the program map:** Course Placement

**A new course (core or elective) related to a Major Program Modification:** Major Program Modification

**A new course (core or elective) related to a New Program:** New Program proposal

**Programs impacted:** [Please list all impacted programs including any applicable fields or specializations.]

GDip in Railway Engineering
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**Calendar start date:** (When the course should first appear in the Academic Calendar 2020-2021)

2026-2027
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**Registration start date:** (The first time the course will be open for registration e.g. Fall 2020)

Fall 2027
-----------

**Additional supporting information** (optional; please indicate if you are attaching any additional documentation)

N/A
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<b>Subject Code:</b> ENGR	<b>Course Number:</b> 5533G
<b>Full Course Title:</b> Railway Rolling Stock	
<b>Short-Form Course Title</b> (max. 30 characters): Railway Rolling Stock	

## Course Description

This course covers the main elements of railway rolling stock. The primary objective of all rail systems is to optimise train and passenger traffic. Rolling stock must therefore be developed in the best possible way to meet this objective. This course provides future players in the rail sector with a global vision of what is important to consider for train development. Topics include dimensioning, traction systems, braking systems, bogies, and computing and control systems. Specific topics related to passenger trains include comfort and door design.

<b>Credit Hours:</b> 3	
<b>Contact Hours – please indicate total number of hours for each component</b>	
<b>Lecture:</b> 3	<b>Lab:</b>
<b>Tutorial:</b>	<b>Other:</b>
<b>Cross-listings</b>	
<b>Prerequisites for Calendar</b>	
<b>Prerequisites for Banner</b>	
<b>Co-requisites</b>	
<b>Prerequisites with concurrency (pre or co-requisite)</b>	
<b>Credit restrictions</b>	<input type="checkbox"/> <b>Equivalency*</b>
<b>Recommended Prerequisites</b>	
<b>Course Restrictions</b>	
<b>Course Type</b>	<input checked="" type="checkbox"/> <b>Core</b> <input type="checkbox"/> <b>Elective</b> <input type="checkbox"/> <b>Core or Elective</b>
<b>Is the course:</b>	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses)
<b>Grading scheme</b>	<input checked="" type="checkbox"/> <b>N (normal alpha grade)</b> <input type="checkbox"/> <b>P (pass/fail)</b>

\***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

## Course instructional method:

CLS (In Class Delivery)		HYB (In Class and Online Delivery)	X
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)		WEB (Fully Online – Asynchronous)	
Not Applicable			

## Teaching and assessment methods:

<b>Assessment Methods:</b>
Assignments, quizzes, projects, presentations, and/or exams as determined by the course instructor.

**Learning outcomes:** (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at [teachingandlearning@ontariotechu.ca](mailto:teachingandlearning@ontariotechu.ca).)

Students who successfully complete the course should have reliably demonstrated the ability to: <ul style="list-style-type: none"> <li>• Dimension rolling stock.</li> </ul>
--

- Understand the major elements of rolling stock including traction systems, braking systems, and bogies.
- Understand the effects of noise, vibration, air conditioning, lighting, and ergonomics on passenger comfort.

Does this course contain any experiential learning components?  Yes  No

If yes:

Case Study	X	Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

We have consulted with all impacted areas:  Yes  NA

Process of consultation, if applicable:

Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course?  Yes  No Please explain:

The Faculty of Engineering and Applied Science (FEAS) is fully committed to Equity, Diversity, and Inclusion (EDI), including in all of its courses. The material covered in this course considers the development of railway systems that serve the public, so it is critical that EDI considerations are incorporated into the development of these systems, in particular ensuring these systems are accessible for all users.

For students who have accommodation needs, existing Student Accessibility Services (SAS) support will be available to students who require specific accommodations.

Does this course contain any Indigenous content?  Yes  No  Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle](#).

Has the IEAC been contacted?  Yes  No

If yes, when?

What was the advice you received from the IEAC, and how has it been included in your proposal?

Did the IEAC ask you to return the proposal to them for review?  Yes  No

If yes, have they completed their review?  Yes  No  N/A

**Financial Implications**

The course will be delivered concurrently with ENGR 4033U, so there is limited financial implications.

**Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):**

## NEW COURSE TEMPLATE

For changes to existing courses see *Course Change Template*

New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

<b>Faculty:</b> Faculty of Engineering and Applied Science	
<b>This new course is associated with:</b>	
<input type="checkbox"/> Minor Program Adjustment <input type="checkbox"/> Major Program Modification <input checked="" type="checkbox"/> New Program <input type="checkbox"/> None	
<b>Will this course appear anywhere other than the course description section of the Calendar?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

If you answered yes to the above, please complete:

**A new core course for an existing program, specialization or minor:** Minor Program Adjustment

**A new elective course for an existing program, specialization or minor, listed in the program map:** Course Placement

**A new course (core or elective) related to a Major Program Modification:** Major Program Modification

**A new course (core or elective) related to a New Program:** New Program proposal

**Programs impacted:** [Please list all impacted programs including any applicable fields or specializations.]

GDip in Railway Engineering
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**Calendar start date:** (When the course should first appear in the Academic Calendar 2020-2021)

2026-2027
-----------

**Registration start date:** (The first time the course will be open for registration e.g. Fall 2020)

Fall 2026
-----------

**Additional supporting information** (optional; please indicate if you are attaching any additional documentation)

N/A
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<b>Subject Code:</b> ENGR	<b>Course Number:</b> 5544G
<b>Full Course Title:</b> Railway Systems Operation and Maintenance	
<b>Short-Form Course Title</b> (max. 30 characters): Rail Operation & Maintenance	

## Course Description

This course covers the operation and maintenance of both urban and main line railway systems. Topics include: scheduling; Operations Control Centre (OCC); maintenance options, tools, procedures and training; emergency measures; and testing and commissioning.

<b>Credit Hours:</b> 3	
<b>Contact Hours – please indicate total number of hours for each component</b>	
<b>Lecture:</b> 3	<b>Lab:</b>
<b>Tutorial:</b>	<b>Other:</b>
<b>Cross-listings</b>	
<b>Prerequisites for Calendar</b>	
<b>Prerequisites for Banner</b>	
<b>Co-requisites</b>	
<b>Prerequisites with concurrency (pre or co-requisite)</b>	
<b>Credit restrictions</b>	ENGR 4044U <input type="checkbox"/> <b>Equivalency*</b>
<b>Recommended Prerequisites</b>	
<b>Course Restrictions</b>	
<b>Course Type</b>	<input checked="" type="checkbox"/> <b>Core</b> <input type="checkbox"/> <b>Elective</b> <input type="checkbox"/> <b>Core or Elective</b>
<b>Is the course:</b>	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses)
<b>Grading scheme</b>	<input checked="" type="checkbox"/> <b>N (normal alpha grade)</b> <input type="checkbox"/> <b>P (pass/fail)</b>

\***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

## Course instructional method:

CLS (In Class Delivery)		HYB (In Class and Online Delivery)	X
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)		WEB (Fully Online – Asynchronous)	
Not Applicable			

## Teaching and assessment methods:

### Assessment Methods:

Assignments, quizzes, projects, presentations, and/or exams as determined by the course instructor.

**Learning outcomes:** (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at [teachingandlearning@ontariotechu.ca](mailto:teachingandlearning@ontariotechu.ca).)

Students who successfully complete the course should have reliably demonstrated the ability to:

- Understand the operations of both urban and main line railway systems.
- Implement scheduling for railway systems.
- Describe maintenance requirements and procedures.

- Understand testing and commissioning of railway systems.

Does this course contain any experiential learning components?  Yes  No

If yes:

Case Study	X	Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

We have consulted with all impacted areas:  Yes  NA

Process of consultation, if applicable:

Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course?  Yes  No Please explain:

The Faculty of Engineering and Applied Science (FEAS) is fully committed to Equity, Diversity, and Inclusion (EDI), including in all of its courses. The material covered in this course considers the development of railway systems that serve the public, so it is critical that EDI considerations are incorporated into the development of these systems, in particular ensuring these systems are accessible for all users.

For students who have accommodation needs, existing Student Accessibility Services (SAS) support will be available to students who require specific accommodations.

Does this course contain any Indigenous content?  Yes  No  Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle](#).

Has the IEAC been contacted?  Yes  No

If yes, when?

What was the advice you received from the IEAC, and how has it been included in your proposal?

Did the IEAC ask you to return the proposal to them for review?  Yes  No

If yes, have they completed their review?  Yes  No  N/A

**Financial Implications**

The course will be delivered concurrently with ENGR 4044U, so there is limited financial implications.

**Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):**

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## ALSTOM AMERICAS

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[www.alstom.com](http://www.alstom.com)

**Ontario Tech**  
Scott Nokleby  
Professor and Associate Dean, Academic  
Faculty of Engineering and Applied Science  
Ontario Tech University  
2000 Simcoe Street North  
Oshawa, ON L1G 0C5

Montréal, November 25, 2025

### **Re: Letter of Support for the Graduate Diploma in Railway Engineering**

Dear Scott Nokleby:

On behalf of Alstom Canada, we are pleased to provide our support for the proposed Graduate Diploma (GDip) in Railway Engineering. As a global leader in smart and sustainable rail mobility, Alstom is deeply committed to advancing education on rail transportation.

Alstom Canada has already worked closely with the Faculty of Engineering and Applied Science at Ontario Tech in the development of its new undergraduate Railway Engineering Specialization that launched Fall 2025. The proposal to create a GDip that leverages these courses to enable recent graduates who did not have the chance to take the Railway Engineering Specialization during their undergraduate programs, as well as engineers in other industries looking to make a career change, will be of great benefit to the rail sector. The proposed four course GDip will give graduates a foundation skill set that they can use in their careers as engineers in the rail sector.

As an industry leader in the rail sector, we know first-hand the importance of having trained in Canada engineers with railway expertise. Alstom has numerous projects in the works in North America, such as Toronto's Go Expansion, New York's subway, Montreal's REM, and many others. The demand for engineers with railway expertise continues to grow yearly. The proposed GDip is another key piece in filling the talent pipeline that the rail sector in Canada needs urgently and for the long term.

Alstom Americas



We look forward to our continued partnership with Ontario Tech and the launch of the new Graduate Diploma in Railway Engineering.

Sincerely,

A handwritten signature in black ink, appearing to read "E. Spriet", is positioned below the word "Sincerely,".

Edouard SPRIET  
Human Resources Vice President  
Alstom Americas

Contact:

**Vincent-Pierre GIROUX**, P.Eng., M.Sc.A.  
Global Director, Learning & Talent Development  
+1.438.357.4465  
vincent-pierre.giroux@alstomgroup.com

3 December 2025

Ontario Tech University  
Faculty of Engineering and Applied Science  
2000 Simcoe Street North  
Oshawa, ON  
L1H 7K4  
Canada

Attention: Dr. Scott Nokleby

**Subject: Letter of Support - Graduate Diploma in Railway Engineering at Ontario Tech University**

Dear Dr. Nokleby,

On behalf of Hitachi Rail, I am pleased to provide this letter of support for Ontario Tech University's proposal to establish a Graduate Diploma (GDip) in Railway Engineering.

As you know, Hitachi Rail has proudly partnered with Ontario Tech University through our recent Memorandum of Understanding to support Canada's first English-speaking undergraduate Railway Engineering Specialization. This initiative represents an important step in addressing the growing demand for skilled professionals in the rail industry and broader mobility sector.

The GDip in Railway Engineering will leverage the undergrad Railway Engineering Specialization and make it available to those already in the industry, providing new and existing engineers with access to specialized training in railway systems. By bridging academic learning with industry needs, this program will help ensure that Canada develops a workforce equipped to meet the challenges of our industry.

With over 40 years of history in Toronto, 1,300 employees in Canada, and a track record of delivering global transit projects, Hitachi Rail recognizes the importance of cultivating talent that is prepared to contribute to both local and international rail projects. The Graduate Diploma will complement the undergraduate specialization and further strengthen the pipeline of skilled engineers entering the field.

We commend Ontario Tech University for its leadership in advancing railway engineering education and look forward to continuing our collaboration to support the next generation of Canadian engineers.

Sincerely,



**Ziad Rizk**  
Managing Director, Hitachi Rail Canada

 **Hitachi Rail GTS Canada Inc.**

105 Moatfield Drive, Toronto, Ontario, M3B 0A4, Canada  
Tel + (1+) 416-742-3900

[hitachirail.com](http://hitachirail.com)

## Appendix D – Faculty Information

Please include here only those currently at the institution and affiliated with the program. Examples in purple to be removed.

Where available, link each faculty name to their Research or Profile page on the website.

Name and Faculty Status/Rank	Terminal Degree	Home Faculty/Unit	Areas of Expertise	Supervisory Privileges and Role in New Program (Note if faculty will be teaching and/or supervising in the program; indicate primary supervisor by asterisks)	Total Graduate Teaching (including New Program) (Note in bold type if faculty is a core course developer for the program)
Dr. Mohamed Youssef Professor	PhD	FEAS	Propulsion Systems for Automotive and Innovative Technologies like Hyperloop; Power Train for New Drives like Water Pumps; Railway Electromagnetic Compatibility (EMC); Railways Traction Substation Design Planning, and Commissioning; Power Electronics Applications for the Information Technology (IoT); Power Electronics Applications in the Innovative Renewable Energy Resources; Power Supply Design for the Oil/Gas; Power Systems Operation and Stability.	Graduate Faculty* Teaching core courses	3-4 courses (undergraduate/graduate level)
Dr. Yuping He Professor	PhD	FEAS	Autonomous Driving, Vehicle System Dynamics, Vehicle Chassis Design, Vehicle Active Safety Systems, Automated Design Synthesis, Modelling and Simulation, Driver-Hardware-in-the-Loop Real-	Graduate Faculty* Teaching core courses	3-4 courses (undergraduate/graduate level)

			Time Simulations, Application of Multidisciplinary Design Optimization, Mechatronic Systems		
Dr. Zia Saadatnia Assistant Professor	PhD	FEAS	Smart Structures and Materials, Nonlinear Vibration and Structural Dynamics, Energy Harvesting, Sensors and Actuators, Biomedical Devices	Graduate Faculty* Teaching core courses	3-4 courses (undergraduate/graduate level)

## **Appendix E: Learning Resources**

### **School of Graduate and Post-Doctoral Studies**

Quality graduate and postdoctoral education combines teaching, research, professional development, disciplinary community involvement and personal growth. It is by nature a shared responsibility between students, faculty members, the programs and a large number of support units, with overarching administration being provided by the School of Graduate and Postdoctoral Studies.

The School of Graduate and Postdoctoral Studies (SGPS) furthers the scholarly mission of the university by providing academic and administrative support to the university's postgraduate educational, research, innovation and international activities. Our responsibilities include graduate program development, graduate enrolment management, oversight of academic and quality standards, and the implementation of policies and practices that enhance graduate/postdoctoral scholarly success, career readiness and personal growth. SGPS supports prospective, new and current graduate students through many administrative services including, but not limited to, recruitment, admission, registration, funding and scholarships, orientation, professional development workshops and events, and processing of final theses, projects and papers. SGPS is a single-point-of-contact, multifunctional administrative unit tailored to the complete "life-cycle" of graduate students, providing coordinated support to students and all other stakeholders.

### **Faculty-Specific Support**

#### ***Academic Advising (if relevant)***

*Please provide details on your Faculty Academic Advising Office and supports for graduate students.*

### **Student Life**

Ontario Tech University, as a relatively small campus community, has a centralized delivery model for many student supports. All undergraduate students have access to an extensive support system that ensures a quality student experience. Each Faculty may provide additional, Faculty- or program-specific supports. In addition to the outlined services below, students may also take advantage of the [Campus Bookstore](#), [Housing and Living Resources](#) as well as the [Ontario Tech Student Union](#). Further information can be found at: <http://studentlife.ontariotechu.ca/>.

#### **Student Learning Centre**

Ontario Tech University fosters a high level of academic excellence by working with students, undergraduate and graduate, to achieve educational success. Faculty specific academic resources are available online and include tip sheets and videos. Academic specialists offer one-on-one support services in mathematics, writing, study

skills, ESL and physics. With the additional support of peer tutors and workshops, the Student Learning Centre can also accommodate the needs of a specific course or program.

### **Student Accessibility Services**

Ontario Tech University ensures that students with disabilities have equal opportunities for academic success. Student Accessibility Services operates under the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act. Services and accommodation support are provided for students with documented disabilities and include:

- Adaptive technology training
- Alternate format course material
- Learning skills support
- Testing support
- Transition support for incoming students

Student Accessibility Services also provides inclusive peer spaces, support groups, and skills workshops for students.

### **Career Readiness**

Ontario Tech University offers comprehensive career service assistance, co-op and internship support and a variety of valuable resources to help students along their career paths, including:

- Assistance with creating effective job-search documents
- Career counselling
- Co-op and internships
- Interview preparation
- Job market information
- Job search strategies

The Career Centre hosts a variety of events during the academic year including employer information and networking sessions, job fairs and interviews conducted by leading employers.

### **Student Engagement, Equity and Inclusion**, and **Indigenous Education and Cultural Services**

The university supports students' successful transition and provides opportunities to develop leadership and professional skills throughout their university career. Services provided include:

- Equity and inclusivity programming and support groups
- Indigenous Education and Cultural Services provides space and supports for students to connect with Indigenous culture and resources

- Opportunities to grow and develop leadership skills through the Ambassador and Peer Mentorship program
- Orientation and events through first year
- Peer mentoring
- Services and supports for international and exchange students
- Specialized programming for first-generation, graduate, Indigenous, international, mature, online, transfer and diploma-to-degree pathways students

### **Student Mental Health Services**

Student Mental Health Services helps students learn how to better manage the pressures of student life. Students can:

- Access short term counselling and therapy services
- Access tools and resources online to learn about mental health and how to maintain good health and wellness
- Attend drop-in sessions
- Participate in events, activities or support groups that promote positive health and well-being
- Work with a mental health professional to address concerns

Students in distress will also be provided with support and counselling as needed. There is no cost to students and services are confidential. For those who need long-term counselling support or specialized mental health services, Ontario Tech University will provide referrals to assist the student in accessing resources in the local community or in the student's home community.

### **Athletics and Recreation Facilities**

Ontario Tech University offers a number of recreation facilities and fitness opportunities to meet all lifestyles and needs. On-campus facilities include the state-of-the-art FLEX Fitness Centre which overlooks Oshawa Creek, five gymnasiums, a 200-metre indoor track, two aerobic/dance studios, the Campus Ice Centre, Campus Fieldhouse, a soccer pitch, a fastball diamond, squash courts and an indoor golf training centre. Students are able to participate in varsity and intramural sports as well as group fitness classes and personal training sessions.

### **Campus Health Centre**

The Campus Health Centre provides assistance in numerous confidential health-care options including:

- A medical clinic with daily access to physician and nursing staff
- Treatment of disease, illness, and injury
- Allergy injections, immunizations, and influenza injections

- Complementary Health Services featuring acupuncture, chiropractic, custom orthotics, massage therapy, nutritional counselling, and physical therapy
- An on-site laboratory (blood work, STI testing, throat swabs, etc.)
- Gynaecological health-care and prescriptions

### **Student Awards and Financial Aid**

Student Awards and Financial Aid (SAFA) is dedicated to helping students understand the variety of options available to finance their education. Budgeting and financial planning are essential to their success and SAFA is on hand to help create the right financial plan. Financial assistance can be in the form of bursaries, employment (both on-campus and off), parental resources, scholarships, student lines of credit and the Ontario Student Assistance Program (OSAP).

### **Teaching & Learning Centre**

The mission of the Teaching and Learning Centre (TLC) at Ontario Tech University is to empower faculty to reach their potential as educators and to create a culture where effective teaching is valued. We champion the scholarship of teaching and implementation of pedagogy. We create valuable teaching and learning professional development experiences. We move Ontario Tech University towards being a leader in teaching excellence, ultimately leading to greater student success.

The TLC provides faculty with a range of tools and facilities to assist them in providing a rich learning experience for students. Experts at the TLC provide support in various areas including curriculum development, multimedia design, learning technology and in the overall improvement of teaching practice.

In addition, the TLC funds teaching-related projects from the Teaching Innovation Fund (TIF) for proposals by faculty members aimed at developing new methods in teaching and learning. The TLC facilitates teaching awards at the University and supports faculty in their application for external awards and funding opportunities that focus on teaching and learning.

### **Campus Libraries**

The Campus Libraries support teaching, learning, and research at Ontario Tech University with facilities, collections, and programming.

Library Collections:

- The Library's total collections budget is \$1.7 million.
- Collections include books, e-books, databases, journals, data and statistics, and multimedia materials

Support for teaching and learning:

- A dedicated librarian for each program who provides instruction, research consultations, and collection development
- Research guides for each of Ontario Tech's programs, as well as general guides for citation, copyright, and other broad topics
- Workshops and classes: custom in-class sessions, and general instruction sessions
- Three (3) online modules in Ontario Tech's learning management system, which professors can integrate seamlessly into their course shells

#### Research supports:

- Research consultations with subject librarians
- Extended support via the Library's virtual reference service
- Support for generative artificial intelligence: citation, copyright, and allowable use of library resources

#### Scholarly publishing supports:

- Research data management
- Publishing compliance with Tri-Council and other funders
- Support finding and creating open educational resources (OERs)
- Copyright advice and compliance information
- Support for authors, including reviewing author agreements
- Administration of APC waivers for faculty publishing in open access

#### Facilities:

- The Campus Libraries include the North Oshawa Library, which is the campus' main branch, and the Social Sciences, Humanities, and Education Library, which is located in downtown Oshawa
- The Library's locations include:
  - Extended library hours are available during peak season
  - Groups study rooms are available for student booking
  - Accessible workstations, and sit-stand desks
  - Computers and dual monitor workstations

## **Appendix F: Information Technology Resources**

Ontario Tech University is a leader among North American universities in implementing and using curriculum and industry specific software in a technology-enriched learning environment (TELE). Our unique environment is adapted to each discipline based on faculty requirements and input for optimal student learning. We are committed to providing the greatest value for students' investment in education and technology while studying at Ontario Tech University.

One of the greatest advantages of Ontario Tech University's approach to TELE is that all students have equal access to the same technology, resources and services. Whether you are inside or outside of the classroom, your course-specific software allows you to work on your own or with others and enjoy seamless access to all Ontario Tech online resources. TELE supports Bring-your-own-device (BYOD) which provides you with laptop standards when acquiring the right laptop for your program and software support services onsite and online. An annual fee for TELE covers a wide range of program-specific software, technical software support, exam support and virus protection.

IT Services strives to provide quality services to students at Ontario Tech. To support these objectives, the following components are included:

### ***Wireless network***

Wireless internet connection is available in public areas and open-air locations around the Ontario Tech campus where students congregate (North Oshawa and Downtown locations).

### ***Wired network***

To ensure the success of the technology-enriched learning environment, a comprehensive data network has been installed on campus. This includes network drops in lecture halls and designated areas as well as network drops for each residence suite.

Ontario Tech students benefit from networked classrooms and learning spaces. Each ergonomically-designed space has data network connection access and electrical connections to ensure battery regeneration. In addition, classrooms include electronic projection equipment and full multimedia support.

### ***Exam support services***

IT Services provide hardware, software and technical support during examinations. IT team will be equipped with loaner laptops in the event of major technical issues.

### ***Laptop repairs***

IT Services provide on campus repairs on eligible laptop models.

### ***IT Service Desk***

The IT Service Desk is equipped with certified technicians and experienced IT professionals offering technical support services on a drop-in, call-in or email basis.

***General Use Workstations (GUWs)***

Ontario Tech undergraduate students are able to use general workstations available at the library and have access to Bring Your Own Device Technology-Enriched Learning Environment (BYOD TELE) model course-specific software.

***Software Support***

Software Support specialists are available to students on-site and online to assist in downloading/installing University software and support any other software related issues.

***Printing services***

Printing services are available to students in the following areas: labs, classrooms, study common areas, the Learning Commons and the Library. All Ontario Tech students receive print credits every year, more Printpacks can be purchased through the Campus Bookstore if students require additional printing services.

## BOARD REPORT

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**SESSION:**

Public   
Non-Public

**ACTION REQUESTED:**

Decision   
Discussion/Direction   
Information

**TO:** Board of Governors

**DATE:** March 5, 2026

**PRESENTED BY:** Susanna Zagar, Audit & Finance Committee (A&F) Chair

**FROM:** Dr. Lori Livingston, Provost and Vice-President, Academic  
Sarah Thrush, AVP Planning and Strategic Analysis

**SUBJECT:** Agenda Item #7.1: 2026-27 Tuition and Co-op Fees

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**BACKGROUND/CONTEXT & RATIONALE:**

The tuition fee framework, released by the provincial government in December 2018, regulates all publicly funded programs and allows for tuition fee differentiation based on program and program year. The framework initially had all domestic tuition rates decrease by 10% in 2019-20, then remain frozen since. The Ministry announced on February 12, 2026 that it is lifting the tuition freeze for domestic students and is allowing an annual 2% increase in tuition fees as well as continuing the out-of-province tuition fee increase cap at 5% over previous year for all provincially approved programs.

As a reminder, MCURES allowed tuition fee anomaly adjustments for three of our degree programs beginning in 2023-24. The tuition anomaly approval allows **annual** increase adjustments of up to 7.5% for these programs until we reach the fee level approved by MCU for these programs then the normal tuition fee framework rate can apply. The three programs that were approved for tuition anomaly adjustments are BCom, BSc and BSc Management Computer Science and undergraduate Engineering. For 2026-27 BCom will be increasing 3.09%, BSc and BSc Management Computer Science 7.5% and Engineering has now completed its anomaly adjustment and is eligible for the 2% increase.

The university is proposing to increase domestic undergraduate tuition by the allowable 2%, and out-of-province by 5% for 2026-27. **Note: Tuition Anomaly levels for the three programs noted above applies to out-of-province students.**

International tuition or cost recovery programs are not included in the limits imposed by the provincial framework. Recommended international tuition fees for programs were informed by comparative analysis of international fees within the sector for similar programs. Tuition fees for the majority of Ontario Tech programs continue to remain below the system average. Recommended adjustments

bring Ontario Tech tuition fee levels closer to the average of competing programs. Undergraduate international fee increases of 3% are being proposed for the first year of undergraduate programs with a commitment to capping further tuition fee increases in years 2, 3 and 4 (for undergraduate programs) to no more than 5% per year. Current years 2, 3 and 4 students international fees are also being proposed for a 3% increase for 2026-27 with a commitment to not increase more than 5% per year.

The University is proposing that domestic and international tuition increase be frozen at 0% for research based Masters programs and PhD programs, and a 2% tuition fee increase for domestic Professional/course based Masters and international tuition increase by 5% for Professional/course-based Masters and Graduate Diplomas.

Undergraduate Co-op and Internship fees are being adjusted for inflation and have a 2.7% increase to the current fee recommended for approval. These fees fall outside of the tuition fee framework and are being adjusted by the same percentage as ancillary fees. A proposed Coop fee structure for graduate programs is included in the package in anticipation of new graduate coop programs being brought on board in the coming terms.

Recognizing the need to address financial challenges of our students, the University continues to significantly invest in student financial supports by increasing the amount of entrance scholarships, in-course scholarships and bursaries available for students. The university will also be compliant with the Student Access Guarantee requirements that the Ministry is updating and will be releasing later this spring.

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#### **IMPLICATIONS:**

The rates proposed in this document have been made in response to the February 12, 2026 Ministry announcement on amendments to the government's tuition framework for domestic and out-of-province fees, and for international fees to remain market sensitive.

#### **ALIGNMENT WITH MISSION, VISION, VALUES & STRATEGIC PLAN:**

The fees recommended will allow Ontario Tech to help support differentiated growth, freeze tuition levels where possible, and moderate increases that balances costs of program delivery with and being mindful of the costs of education for students.

#### **CONSULTATION:**

Academic Council was consulted at its January meeting prior to the announced changes to the tuition fee framework. Questions focused on impacts of ministry policy on tuition anomaly levels as well as comments on ensuring inflationary increases not outpacing earnings for coop students. A verbal update on the revised tuition fees (as per attached) was provided to Academic Council for information at its February meeting.

#### **COMPLIANCE WITH POLICY/LEGISLATION:**

The current fees are in compliance with the province's existing tuition fee framework.

#### **MOTION FOR CONSIDERATION:**

*That pursuant to the recommendation of the Audit & Finance Committee, the Board of Governors hereby approves the 2026-2027 tuition fees, as presented in Appendix 1.*

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#### **SUPPORTING REFERENCE MATERIALS:**

- Appendix 1: Recommendations for Ontario Tech 2026-27 tuition fees

## Appendix 1: Recommendations for Ontario Tech 2026-2027 tuition fees

### Undergraduate Domestic

Highlights reflect approved MCU Tuition Anomalies Review to increase domestic tuition up to 7.5% annually until fee has reached newly approved tuition maximum (applies to BCom, BEng and BSc Computer Science).

Shaded cells highlight the tuition paid in 2025-26 and how tuition fee adjusted through the anomaly increase applies to student moving into the next year of study in 2026-27

	2025-2026	2026-2027	2026-27 Increase
<b>BA, BASc, BAS, BEd, BHSc, BSc, BSc &amp; Mgt, UG Diploma</b>			
First Year	\$5,982.80	\$6,102.46	2%
Second Year	\$5,956.38	\$6,075.51	2%
Third Year	\$5,926.62	\$6,045.15	2%
Fourth Year	\$5,920.76	\$6,039.18	2%
Fifth Year	\$5,914.98	\$6,033.28	2%
<b>BCom</b>			
First Year	\$10,048.02	\$10,358.00	3.09%
Second Year	\$10,048.02	\$10,358.00	3.09%
Third Year	\$10,048.02	\$10,358.00	3.09%
Fourth Year	\$8,003.52	\$10,358.00	3.09%
<b>BIT</b>			
First Year	\$9,031.18	\$9,211.80	2%
Second Year	\$9,022.42	\$9,202.87	2%
Third Year	\$9,013.68	\$9,193.95	2%
Fourth Year	\$8,991.78	\$9,171.62	2%
<b>BEng, BEng &amp; Mgmt</b>			
First Year	\$11,219.00	\$11,443.38	2%
Second Year	\$11,219.00	\$11,443.38	2%
Third Year	\$11,219.00	\$11,443.38	2%
Fourth Year	\$9,283.04	\$11,443.38	2%
Fifth Year	\$9,159.26	\$9,342.45	2%
<b>BSc &amp; BSc &amp; Mgmt (Comp Sci, Integrated Math &amp; Comp Sci)</b>			
First Year	\$7,876.01	\$8,466.71	7.5%
Second Year	\$7,876.01	\$8,466.71	7.5%
Third Year	\$7,876.01	\$8,466.71	7.5%
Fourth Year	\$6,321.78	\$8,466.71	7.5%
Fifth Year	\$6,321.64	\$6,448.07	2%
<b>BScN, BHA</b>			
First Year	\$6,100.68	\$6,222.69	2%
Second Year	\$6,094.76	\$6,216.66	2%
Third Year	\$6,088.84	\$6,210.62	2%
Fourth Year	\$6,082.92	\$6,204.58	2%

## Undergraduate Out of Province

Current framework allows up to 5% increase in tuition fees for out-of-province students (or application of tuition anomaly adjustment of up to 7.5% annually). *Note: Shaded cells show how the tuition anomalies policy applies to students (shading highlights the tuition paid in 2025-26 and how tuition fee adjusted through the anomaly increase applies to student moving into the next year of study in 2026-27).*

	2025-2026	2026-2027	2026-27 Increase
<b>BA, BAsc, BAS, BEd, BHSc, BSc, BSc &amp; Mgt, UG Diploma</b>			
First Year	\$6,925.82	\$7,272.11	5%
Second Year	\$6,895.22	\$7,239.98	5%
Third Year	\$6,860.78	\$7,203.82	5%
Fourth Year	\$6,853.98	\$7,196.68	5%
Fifth Year	\$6,847.30	\$7,189.67	5%
<b>BCom - Students entering prior to 2023-24</b>			
First Year	\$10,048.02	\$10,550.42	5%
Second Year	\$10,048.02	\$10,550.42	5%
Third Year	\$10,048.02	\$10,550.42	5%
Fourth Year	\$9,265.04	\$10,358.00	3.09%
<b>BCom - Student entering in 2023-24 and after</b>			
All Years		\$10,550.42	
<b>BIT</b>			
First Year	\$10,454.68	\$10,977.41	5%
Second Year	\$10,444.56	\$10,966.79	5%
Third Year	\$10,434.42	\$10,956.14	5%
Fourth Year	\$10,409.08	\$10,929.53	5%
<b>BEng, BEng &amp; Mgmt - Students entering prior to 2023-24</b>			
First Year	\$11,219.00	\$11,779.95	5%
Second Year	\$11,219.00	\$11,779.95	5%
Third Year	\$11,219.00	\$11,779.95	5%
Fourth Year	\$10,746.24	\$11,283.56	5%
Fifth Year	\$10,602.98	\$11,133.13	5%
<b>BEng, BEng &amp; Mgmt - Students entering in 2023-24 and after</b>			
All Years		\$11,779.95	
<b>BSc &amp; BSc &amp; Mgmt (Comp Sci, Integrated Math &amp; Comp Sci)</b>			
First Year	\$7,876.02	\$8,466.72	7.5%
Second Year	\$7,876.02	\$8,466.72	7.5%
Third Year	\$7,876.02	\$8,466.72	7.5%
Fourth Year	\$7,318.22	\$8,466.72	7.5%
Fifth Year	\$7,318.08	\$7,683.98	5%

<b>BScN, BHA</b>			
First Year	\$7,062.26	\$7,415.37	5%
Second Year	\$7,055.40	\$7,408.17	5%
Third Year	\$7,048.58	\$7,401.01	5%
Fourth Year	\$7,041.72	\$7,393.81	5%
Undergraduate International			

*Note: Shaded cells show how the tuition increases applies to international students (shading highlights the tuition paid in 2025-26 and how tuition fee increase applies to student moving into the next year of study in 2026-27).*

### **Undergraduate International**

	<b>2025-2026</b>	<b>2026-2027</b>	<b>2026-27 Increase</b>
<b>BA, BAsc, BAS, BEd, BHSc, BSc &amp; Mgt</b>			
First Year	\$33,153.66	\$34,148.27	3%
Second Year	\$33,153.66	\$34,148.27	3%
Third Year	\$33,153.66	\$34,148.27	3%
Fourth Year	\$33,153.66	\$34,148.27	3%
Fifth Year	\$27,524.38	\$34,148.27	3%
<b>BCom</b>			
First Year	\$36,774.24	\$37,877.47	3%
Second Year	\$36,774.24	\$37,877.47	3%
Third Year	\$36,774.24	\$37,877.47	3%
Fourth Year	\$36,774.24	\$37,877.47	3%
<b>BIT</b>			
First Year	\$40,915.66	\$42,143.13	3%
Second Year	\$40,915.66	\$42,143.13	3%
Third Year	\$40,915.66	\$42,143.13	3%
Fourth Year	\$40,915.66	\$42,143.13	3%
<b>BEng, BEng &amp; Mgmt</b>			
First Year	\$45,205.16	\$46,561.31	3%
Second Year	\$45,205.16	\$46,561.31	3%
Third Year	\$45,205.16	\$46,561.31	3%
Fourth Year	\$45,205.16	\$46,561.31	3%
Fifth Year	\$41,274.28	\$46,561.31	3%
<b>BSc &amp; BSc &amp; Mgmt (Comp Sci, Integrated Math &amp; Comp Sci)</b>			
First Year	\$36,729.54	\$37,831.43	3%
Second Year	\$36,729.54	\$37,831.43	3%
Third Year	\$36,729.54	\$37,831.43	3%
Fourth Year	\$36,729.54	\$37,831.43	3%
Fifth Year	\$33,535.66	\$37,831.43	3%

<b>BScN, BHA</b>			
First Year	\$33,806.93	\$34,821.14	3%
Second Year	\$33,806.93	\$34,821.14	3%
Third Year	\$33,806.93	\$34,821.14	3%
Fourth Year	\$33,806.93	\$34,821.14	3%

### Undergraduate Co-op and Internship

	2025-2026	2026-2027	2026-27 Increase
Mandatory Co-op and Career Readiness Workshop Series	\$734.40	\$754.23	2.7%
Co-op Work Term (per term)	\$734.40	\$754.23	2.7%
Internship Work Term (FBIT/FEAS only; per term)	\$918.00	\$942.79	2.7%

In order to receive the co-op designation, the following fees are required; mandatory co-op registration, the Co-operative Education Preparatory Course, and three work terms. Any additional work terms beyond the required three will be charged at the applicable co-op work term rate.

### Graduate Domestic Program Based Tuition

	2025-2026	2026-2027	2026-27 Increase
<b>Graduate Degree - Research Based Programs</b>			
MA (Crim, SPI), MHSc, MSc	\$7,579.30	\$7,579.30	0%
MSc (Computer Science)	\$7,579.30	\$7,579.30	0%
MASc	\$7,859.94	\$7,859.94	0%
PhD	\$7,579.30	\$7,579.30	0%
<b>Graduate Degree – Course Based Programs</b>			
MScN	\$8,761.50	\$8,936.73	2%
EdD	\$10,097.00	\$10,298.94	2%
<b>Graduate Diploma</b>			
Diploma in Accounting	\$9,849.28	\$9,849.28	0%
Diploma in Nuclear Technology	\$5,906.62	\$6,024.75	2%
Diploma in Nuclear Design Engineering	\$5,906.62	\$6,024.75	2%
Diploma in Engineering Management	\$5,906.62	\$6,024.75	2%

### Credit Based Tuition (per 3-credit course)

	2025-2026	2026-2027	2026-27 Increase
<b>Graduate Degree (Per 3-credit course)</b>			
MEd***	\$1,576.47	\$1,608.00	2%
MA in Education***	\$1,576.47	\$1,608.00	2%
MSMC in Online Creators***		\$1,608.00	-
MITS***	\$1,257.52	\$1,282.67	2%

MBAI, MFDA***	\$2,709.00	\$2,763.18	2%
MEng, MEngM***	\$1,476.66	\$1,506.19	2%

<b>Graduate Diploma (Per 3-credit Course)</b>			
Diploma in Ed & Digital Technology	\$1,576.46	\$1,608.00	2%
Police Leadership	\$1,576.46	\$1,608.00	2%
Work Disability Prevention	\$1,576.46	\$1,608.00	2%
Diploma in Railway Engineering		\$1,571.99	-

\*\*\*Program requires 30 credits hours total.

### **Graduate International Program Based Tuition**

	2025-2026	2026-2027	2026-27 Increase
<b>Graduate Degree – Research Based Programs</b>			
MA (Crim, SPI), MHSc, MSc	\$20,124.30	\$20,124.30	0%
MSc (Computer Science)	\$20,124.30	\$20,124.30	0%
MASc	\$22,313.12	\$22,313.12	0%
PhD	\$19,166.00	\$19,166.00	0%
<b>Graduate Degree – Course Based Programs</b>			
MScN	\$26,899.50	\$26,899.50	0%
EdD	\$20,113.14	\$20,113.14	0%
<b>Graduate Diploma</b>			
Diploma in Accounting	\$15,439.68	\$15,439.68	0%
Diploma in Nuclear Technology	\$22,350.36	\$23,467.88	5%
Diploma in Nuclear Design Engineering	\$22,350.36	\$23,467.88	5%
Diploma in Engineering Management	\$22,350.36	\$23,467.88	5%

### **Credit Based Tuition (per 3-credit course)**

	2025-2026	2026-2027	2026-27 Increase
<b>Graduate Degree (Per 3-credit course)</b>			
MEd***	\$3,012.70	\$3,163.34	5%
MA in Education***	\$3,012.70	\$3,163.34	5%
MSMC in Online Creators***		\$3,163.34	-
MITS***	\$4,604.30	\$4,834.52	5%
MBAI, MFDA***	\$5,209.31	\$5,469.78	5%
MEng, MEngM***	\$4,470.07	\$4,693.57	5%
<b>Graduate Diploma (Per 3-credit Course)</b>			
Diploma in Ed & Digital Technology	\$3,012.70	\$3,163.34	5%
Police Leadership	\$3,012.70	\$3,163.34	5%
Work Disability Prevention	\$3,012.70	\$3,163.34	5%
Diploma in Railway Engineering		\$5,866.97	-

\*\*\*Program requires 30 credits hours total.

### Graduate Co-op and Internship

	2025-2026	2026-2027	2026-27 Increase
Mandatory Co-op Administrative Fee		\$754.23	-
Co-op Work Term (per term)		\$1,131.35	-
Internship Continuance Fee (per term)****		\$942.79	-

In order to receive the co-op designation, the following fees are required; mandatory co-op administrative fee and one work term. Any additional work terms beyond the required term will be charged at the applicable co-op work term rate.

\*\*\*\*Continuance Fee is applied when an internship placement extends beyond the standard duration specified in the graduate program

## BOARD REPORT

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**SESSION:**

Public   
Non-Public   
Consent

**ACTION REQUESTED:**

Decision   
Discussion   
Information

**TO:** Board of Governors

**MEETING DATE:** March 5, 2026

**PRESENTED BY:** Susanna Zagar, Audit & Finance Committee (A&F) Chair

**FROM:** Brad MacIsaac, Vice President Administration

**SUBJECT:** Agenda Item #7.1: 2026-27 Ancillary Fees

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**EXECUTIVE SUMMARY:**

We are seeking the Board of Governors approval of the proposed 2026-27 ancillary fees. The fees have been approved by the Fee Committee that consists of three students and three administrative representatives per the approved protocol in November 2025, and by the Audit & Finance Committee on February 19, 2026.

**KEY CONSIDERATIONS:**

- Provincial policy requires that a negotiated Compulsory Ancillary Fees protocol exists between the Board of Governors and their student association.
- For Ontario Tech our agreed upon protocol, signed June 2018, outlines the formal process to approve and/or alter fees including inflationary increases, increases driven by service need or new fees to fund newly created services or initiatives.
- The Committee met on November 18<sup>th</sup>, 2025, and voted unanimously to approve the fee schedule presented below with key highlights as follows:
  - Aggregate fee increases were capped at 3.2% which was the September 2025 Median CPI Index percentage.
  - The proposed aggregate increase (excluding program fees) is 3.0%. You will see that some fees were eliminated or reduced and reallocated to increase other buckets.
  - OTSU proposed a new fee “up to \$5”, Nutrition Access Program (NAP) which would be used to fund student food security programs on campus. This will go to

- referendum and if approved, requires discussion with the Deputy Provost's Office on how to properly administer.
- Several course-specific program fees were approved which will provide students with bundled course materials at a discounted rate.

**Motion for Consideration:**

*That pursuant to the recommendation of the Audit & Finance Committee, the Board of Governors hereby approves the 2026-27 ancillary fees as presented.*

**ANALYSIS:**

**Financial Implications:**

- All ancillary and program fees fund specific and targeted programming and service areas.
- Most of these service areas are facing inflationary pressures above CPI including employee salaries and general operating costs.
- Given that these programs and services are funded directly by ancillary fees, failure to increase the fees to offset the rising operating costs of providing the services would result in the University having to bear the inflationary pressure or reductions being made to the services themselves to stay budget neutral.

**CONSULTATION/DECISION PROCESS**

- November 18, 2025: The Committee approved the fees unanimously.
- Ontario Tech Student Union (OTSU) annual general meeting where Nutrition Access Program was discussed and moved to winter referendum.

**NEXT STEPS:**

- Pending approval by the Board of Governors, the proposed ancillary fees would be effective May 1<sup>st</sup> for the 2026-27 Academic Year

**LINKS/REFERENCE MATERIAL:**

- The schedule below outlines the proposed ancillary fees for the 2026-27 Academic Year:

2026-27 Ancillary & Program Fees (Proposed)		New Fee Request	
		Fee Eliminated	Fee change over/under CPI
Fee Classification/Description	2025-26	2026-27	% Increase
<b>Flat Fees. FT and PT students.</b>			
Career Readiness UCRD	46.82	46.85	0.1%
Health Services (general) UHSV	29.85	51.24	71.7%
Health and Wellness UMHS	73.08	80.71	10.4%
Wellness and Health Promotion UWEL	16.70	0.00	-100.0%
Sport and Recreation UACM	100.50	103.22	2.7%
Student Engagement USEN	60.72	93.94	54.7%
Student Safety and Accessibility UCSF	94.19	96.74	2.7%

Open Access UCOA	36.95	37.95	2.7%
Student Success Support USSS	34.65	35.59	2.7%
Physical and Virtual Infrastructure Enhancements UISE	168.39	172.94	2.7%
Student ID UIDC	40.72	41.82	2.7%
<b>Charged to FT each term</b>			
<b>U-Pass UUPS</b>	<b>320.68</b>	<b>336.40</b>	<b>4.9%</b>
<b>Flat Fees Paid half Fall and half Winter. FT and PT students.</b>			
Campus Clubs UCCL	5.77	5.92	2.7%
Campus Life and Events UCLE	14.05	14.43	2.7%
Community and Social Programming UCSP	13.70	14.07	2.7%
Convocation CONV	7.40	7.59	2.7%
Georgian Engagement Services UGES	223.79	229.83	2.7%
Instructional Resource UTIR	154.87	159.05	2.7%
<b>Nutrition Access Program (NAP) UNAP</b>		<b>5.00</b>	
OUSA Membership Fee UOSA	3.65	3.75	2.7%
<b>Student Life Admin UOSL</b>	<b>37.60</b>	<b>0.00</b>	<b>-100.0%</b>
<b>Student Communications UCOM</b>	<b>41.35</b>	<b>37.50</b>	<b>-9.3%</b>
<b>Student Learning USLN</b>	<b>94.88</b>	<b>98.78</b>	<b>4.1%</b>
Student Representation and Leadership USRL	10.56	10.84	2.7%
Student Societies USSO	3.66	3.75	2.7%
<b>Student Society Fee FBIT USSF</b>	<b>14.53</b>	<b>19.00</b>	<b>30.8%</b>
Student Society Fee FEAS USSE	20.02	20.56	2.7%
Student Society Fee FHSc USSH	10.72	11.01	2.7%
Student Society Fee FSCI USSC	16.07	16.51	2.7%
Student Society Fee FSSH - USSX	7.88	8.09	2.7%
Technology-enriched Learning FBIT Non-Gaming ULSF	163.83	168.25	2.7%
Technology-enriched Learning FBIT -Gaming ULSF	362.89	372.69	2.7%
Technology-enriched Learning FEAS ULSF	212.97	218.72	2.7%
Technology-enriched Learning FESNS ULSF	212.97	218.72	2.7%
Technology-enriched Learning FEDU ULSF	240.15	246.63	2.7%
Technology-enriched Learning FEDU ULSF	118.86	122.06	2.7%
Technology-enriched Learning FHSc ULSF	171.19	175.82	2.7%
Technology-enriched Learning FSCI ULSF	166.05	170.53	2.7%
Technology-enriched Learning FSSH ULSF	141.73	145.56	2.7%
Technology-enriched Learning Undeclared ULSF	167.01	171.52	2.7%
Wellness and Support Services UWSS	12.50	12.84	2.7%
World University Services of Canada UWUF	3.02	3.10	2.7%
<b>Flat Fees Paid half Fall and half Winter. FT only</b>			
Benefit Plan Coordination UBPC	25.62	26.31	2.7%
OTSU Building USUB	119.00	122.22	2.7%
Campus Recreation and Wellness Centre UEXP	185.42	189.12	2.0%
<b>Varsity Sports UVAR</b>	<b>86.66</b>	<b>90.30</b>	<b>4.2%</b>

# BOARD REPORT

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**SESSION:**

**Public**   
**Non-Public**

**ACTION REQUESTED:**

**Decision**   
**Discussion/Direction**   
**Information**

**TO:** Board of Governors

**DATE:** March 5, 2026

**PRESENTED BY:** Eric Agius, Strategy & Planning Committee (S&P) Chair

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

**SUBJECT:** Student Recruitment, Retention and Success

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**BACKGROUND/CONTEXT & RATIONALE:**

The 2023-208 Integrated Academic-Research Plan is explicit in its call for a strategic commitment to a “differentiated growth” agenda. More specifically, going forward, Ontario Tech needs to continue to grow its reputation as a unique and innovative post-secondary institution with a commitment to excellence in all that we do (i.e., teaching, research, service, and community outreach). Overall reputational excellence is key to enabling us to grow our enrolments year-over-year by attracting new students. At the same time, we need to retain those who have already opted to study at Ontario Tech. Both are important to the overall goal of maintaining robust enrolments.

The purpose of this briefing note is to update the Board on our strategic approaches to supporting student recruitment and retention, including a brief summary of some of our efforts over the past year.

**RECRUITMENT**

Ontario Tech’s **domestic recruitment** strategy continues to focus on application market share increases in programs that will support incremental growth to shore up province wide application decreases in disciplines (i.e., Computer Science, Information Technology, and Software Engineering) obstructed by the perceived negative job market impact of artificial intelligence.

The recruitment team has identified high affinity recruitment channels (e.g., high schools, professional groups, social media networks) where the potential for market share increase is most prevalent. Major work has been put into increasing tactical recruitment efforts, applicant touch points, and electronic media ads that influence university decision making in order to build out the

top of the enrolment funnel (i.e., number of applications) as much as possible. With a limited number of new undergraduate programs slated to begin in September 2026, this year's application growth, will be a relatively direct year-over-year comparison. Notably, multiple new undergraduate programs are slated for initial entry in September 2027.

With respect to our **international recruitment** efforts, the reduction of international visas by the Federal government severely limits our ability to grow undergraduate international enrolments. Ontario Tech, however, has been engaged in trying to increase the total number of international applications from students in countries that have higher visa approval rates (e.g., China, Vietnam, USA, Caribbean). Students from these countries who apply and receive an offer of admission from Ontario Tech will have a greater likelihood of receiving the necessary visa to study in Canada. Hence, while our Provincial Attestation Letter (PAL) allocation is less than last year, increased conversions may help international enrolments to contract less than in the previous two years. In addition, to help encourage increased conversions, we have expedited our admissions processes (i.e., currently up 44% over 2025) and are working on increased and proactive immigration support through the International Office.

Although graduate students are still part of the functional immigration cap imposed by the Federal government, this student group has been removed from the PAL process that was imposed last year. Applications continue to drop due to the legislation changes, but the international team is working hard to focus on conversion by increasing our graduate recruitment internationally and managing expedited admissions and immigration support in the same fashion as the undergraduate applications. Continued focus on international graduate conversions may help offset the absolute caps imposed on the undergraduate side by the federal government.

In summary, strategically we continue to evaluate high yield and high impact initiatives and put our energy into areas that have more return on investment. This includes being highly focused on our local and traditional catchment areas to get students to campus and to the promotion of nurturing touch points such as professor-student or recruiter-student interaction and geo-fenced digital campaigns that allow us to target more high affinity groups of applicants.

## **SUCCESS AND RETENTION INITIATIVES**

There are multiple units on campus which contribute to the sense of community and provide targeted support for our students. These are situated in various offices across campus and include (but are not limited to) the Office of the Registrar (e.g., Student Awards and Financial Aid, International Office), Office of the Deputy Provost (e.g., Student Accessibility Services, Student Learning Supports, Test Centre, Student Mental Health Services, Cooperative Education, Experiential Learning and Careers, Academic Advising, Indigenous Education and Cultural Services, Teaching and Learning Centre), and the School of Graduate and Post-Doctoral Studies.

Since 2019, we have adopted a philosophy of “continuous improvement” in all aspects of our student success and retention initiatives. Through our Integrated Academic-Research Plan (IARP) processes, we annually evaluate our efforts, identify opportunities for improvement, and introduce new initiatives in response to the ever-changing needs of our students and the changing landscape of higher education. Notable additions during the 2025-2026 academic year have included the acquisition and implementation of an early-alert system coordinated via Academic Advising; the expansion of NExT Hub, adding AI resources for students to an already expansive repertoire of information resources (e.g., focused on data and information literacy; the ethical use of technology and the internet; protecting one's personal information and well-being on-line)

offered by the Teaching and Learning Centre; the expansion and integration of graduate students into our traditional new student orientation activities in September; and, a re-vamping and expansion of our Student Learning Support offerings (See Appendix A).

### **IN SUMMARY**

To understand the effectiveness of our efforts, we remain committed to the concept of continuous improvement in all that we do including challenging ourselves to think about what other existing resources might be leveraged or adapted to support our students.

### **ATTACHMENTS**

Appendix A Student Learning Support Infographic

# Student Learning Support



## Transition: Pre - Admission

### Ridgeback Ramp-Up: Academic Literacy

Free Academic Literacy Toolkit delivered to high school classrooms by Recruitment Team that covers university expectations and differences from high school.

## Summer Transition: Registered Students

### Ridgeback Ramp-Up: Summer Transition

Free online (synch and asynch) program in Canvas to cover foundational discipline-specific skills.

### Ridgeback Rendezvous

Free in-person event to build community, learn how a lecture works, and tour Oshawa.

### University Preparatory Program (UPREP)

Online series of 2 or 3 courses for students who do not meet admissions average. Passing results in offer of admission.

## Academic Supports: Registered Students

### First Six Weeks

In-person workshops covering foundational discipline-specific skills for early success in courses.

### Academic Support Workshops

In-person workshops covering foundational discipline-specific skills for academic success in courses.

### Peer Assisted Study Sessions (PASS)

Study group facilitated by trained peer educator who attends lecture sessions for the course.

### Peer Tutoring

One-on-one tutoring delivered by trained peer educator who received an A or better in the course.

### One-on-One Sessions

One-on-one tutoring delivered by Subject Specialist staff member.

### Drop-in Study Hall

Study hall sessions where students can drop-in to ask questions of peer educator or Subject Specialist.

### Conversation Cafe

Informal session for students to improve their English speaking skills and meet classmates.

### Ridgeback Ramp-Up Study Skills

In-person workshops covering university expectations and study skills.

## Suspension and Degree Recovery

### LEAP 1001U

In-person academic course (13 weeks) covering general academic skills and areas for improvement. Passing the course results in re-instatement of Academic Standing to Probation.

### LEAP 3001U\*

In-person academic course (13 weeks) covering personalized academic and professional skills and areas for improvement. Geared toward 3<sup>rd</sup> and 4<sup>th</sup> year students with personalized coaching.

### BA Pathway\*

Degree-recovery program for students at risk of attrition.

\*In development

	Academic Expectations	Academic Integrity	Community Building	Discipline-Specific Skills	Foundational Math	Foundational Writing	Personal Accountability	Studying Techniques	Technology and Data	University Mindset	University Services	Other
Ridgeback Ramp-Up: Academic Literacy	✓	✓						✓		✓	✓	
Ridgeback Ramp-Up: Summer Transition	✓	✓		✓	✓	✓		✓	✓		✓	
Ridgeback Rendezvous	✓		✓					✓		✓	✓	
UPREP	✓	✓			✓	✓	✓	✓		✓	✓	
First Six Weeks	✓		✓	✓	✓	✓						Chem, physics, eng.
Academic Support Workshops		✓		✓		✓			✓			Chem, physics, eng.
PASS			✓	✓	✓	✓		✓	✓			Multiple subjects
Peer Tutoring				✓	✓	✓		✓	✓			Multiple subjects
One-on-one Sessions	✓			✓	✓	✓		✓	✓			Multiple subjects
Drop-in Study Hall				✓	✓	✓						Multiple subjects
Conversation Cafe			✓	✓							✓	ESL
Ridgeback Ramp-Up: Study Skills	✓	✓					✓	✓	✓	✓		
LEAP 1001U	✓	✓	✓				✓	✓	✓	✓	✓	
LEAP 3001U	✓	✓	✓				✓	✓	✓	✓	✓	
Degree Recovery BA Pathway	✓	✓		✓			✓	✓				

## Board of Governors' 140<sup>th</sup> Regular Meeting

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### Minutes of the Public Session of the December 4, 2025 Meeting via Videoconference 12:02 p.m. - 12:39 p.m.

#### **Governors Present:**

Laura Elliott, Board Chair  
Eric Agius, Vice-Chair  
Nolan Bederman  
Carla Carmichael  
Joe DeSario  
Cynthia Domjancic  
Lorraine Gray  
Neeraj Grotra  
Laura Money

Lisa McBride  
Steven Murphy, President and Vice-Chancellor  
Roger Poirier  
Michael Rencheck  
Hannah Scott  
Gaurav Singh  
Jeff Spiegelman  
Dwight Thompson

#### **Regrets:**

Ahmad Barari  
Frank Carnevale  
Mitch Frazer, Chancellor  
Matthew Mackenzie

Alveena Shrestha  
Emily Whetung-MacInnes  
Susanna Zagar

#### **Staff and Guests:**

Kirstie Ayotte (Secretary)  
Jamie Bruno  
Nicola Crow, Board Secretary  
Krista Hester

Lori Livingston  
Brad MacIsaac  
Jemma Tam  
Sarah Thrush

#### **1. Welcome and Call to Order**

The Chair called the Public Session of the Board of Governors Meeting to order at 12:02 p.m. and L. Elliott provided their personal Land Acknowledgement.

#### **2. Agenda (M)**

*Upon a motion duly made by J. Spiegelman and seconded by N. Bederman, the Agenda was approved as presented, including approving and receiving the Consent Agenda and its contents.*

#### **3. Conflict of Interest Declaration**

None

#### **4. Chair's Remarks**

The Chair welcomed attendees to the 140<sup>th</sup> Board of Governors' meeting and went over meeting protocols for the Public Session.

The Chair congratulated Kirstie Ayotte on her upcoming transition to the role of Assistant to the President, with appreciation expressed for her contributions in supporting the Board and the

broader University community. The Chair also thanked Governors for their continued service and acknowledged staff for their work supporting students and University operations.

The Chair also extended greetings for the different holidays recognized this time of year, along with well wishes for rest and time with family and friends.

## **5. President's Report**

The President thanked faculty, staff, and students as the University concludes another successful term. The President reflected on Ontario Tech's strong positioning as a pragmatic energy university, particularly through its regional, national and global leadership in nuclear and other key energy priorities. He highlighted rapid advancements in AI, emphasizing the University's human-centered, values driven approach and its growing national profile, including high-level engagement with federal policymakers as experts in the field. The President also noted that the University is establishing itself as the go-to place to discuss AI, such as the nexus between AI and energy.

The President also enthusiastically highlighted Ontario Tech's recognition as Canada's Research University of the Year for a third consecutive year, expressing pride in the University and crediting the exceptional contributions of faculty researchers, research leadership, and Board support, all of which underscored the impact of research excellence on undergraduate education.

## **6. Academic Council Report**

J. Tam provided the Academic Council Report from the meetings held on October 28, 2025 and November 25, 2025, noting that at this time no recommendations for approval were being brought forward to the Board from Academic Council. She provided key highlights from the Report including the approval of the Fall 2025 degree conferrals, the finalizing of Faculty Council appointments and membership, and the receipt of informational updates from Committees, budget planning reports, policy consultations, and updates on human rights training initiatives.

## **7. Audit & Finance (A&F) Report**

L. Money highlighted an interim risk management update provided to the Committee at its November 20, 2025 Meeting. She noted that the update focused on mental health for both students and employees, which the Committee was pleased to receive as it highlighted that the University was making mental health a priority. L. Money reported that the Committee heard about increasing demand for student mental health services, reflecting both enrollment growth and greater willingness to seek support. She further reported that the Committee also learned about the proactive strategies that have reduced high level interventions and supported student retention, as well as the broader system wide funding pressures and trends in mental health needs. With respect to employees, she noted that while North American trends indicate growing mental health needs, the University has not experienced the same intensity, due in part to proactive supports and existing benefits. She advised that work is ongoing to develop key risk indicators to further strengthen wellness for both students and employees to maintain these as institutional priorities.

A Member noted that faculty are seeing an increase in student mental health needs and emphasized that current triage systems identify crisis cases but may not fully address ongoing demand for support. The Chair acknowledged the concerns, noting the broader system wide impact and reaffirmed the University's continued attention to student and staff mental health needs.

### **7.1 2026-2027 Budget Planning\* (D)**

L. Money provided an overview of the November 20, 2025 discussion on the 2026-2027 budget assumptions, outlining a challenging fiscal context shaped by frozen tuition and grants, pressures on international student enrollment due to federal caps, and rising labour costs. She noted that Leadership confirmed continued funding constraints and reviewed international tuition and enrollment impacts, while emphasizing that growth alone will not ensure a sustainable future for the University. She advised that the discussion highlighted a shift toward a “Differentiated Growth 2.0” strategy, focused on flexible, accessible, industry aligned programming for traditional and non-traditional learners, including working professionals through virtual, asynchronous and condensed courses, micro-credentials, and ladder pathways. The Committee also heard how this approach includes stronger industry partnerships, co-op opportunities, and AI integration to support and maintain student success, program quality and retention, while reaffirming the importance of balancing growth, quality, and student needs amid a complex external landscape.

A Member asked whether enrollment growth is sustainable given funding constraints and student needs. B. MacIsaac explained that intake is carefully managed to optimize capacity, ensure program viability, and avoid excessive costs, emphasizing that strategic growth supports the University’s long-term stability and efficiency. L. Livingston added that admissions are cohort-based and tied to program viability.

In response to a question regarding low enrollment programs, the President noted that the University actively consolidates programs and repackages courses into career aligned offerings to enhance student experience and enrollment.

### **8. Governance, Nominations & Human Resources (GNHR) Report**

G. Singh reported that the Committee met on October 30, 2025 and that the key items from the Public Session, are included within the Board’s Consent Agenda.

### **9. Strategy & Planning (S&P) Report – No Report**

The Chair noted that the November 6, 2025 S&P Meeting did not proceed, hence there is no Report.

### **10. Consent Agenda:**

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

**10.1 Minutes of the Public Session of Board Meeting of October 9, 2025\* (M)**

**10.2 Minutes of the Public Session of A&F Meeting of June 19, 2025\* (I)**

**10.3 Minutes of the Public Session of GNHR Meeting of June 13, 2025\* (I)**

#### **GNHR Public Reports:**

**10.4 2024-2025 Annual Consolidated Human Rights Office Report\* (I)**

**10.5 Respectful Campus Policy\* (M)**

### **11. Adjournment**

There being no other business, and upon a motion duly made by L. McBride, the Public Session of the Board of Governors Meeting adjourned at 12:39 p.m.

Nicola Crow, University Secretary

**BOARD OF GOVERNORS**  
**AUDIT & FINANCE COMMITTEE (A&F)**

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**Minutes of the Public Session of the November 20, 2025 Meeting  
via Videoconference  
2:00 p.m. - 2:55 p.m.**

**Governors Present:**

Laura Money, Acting Chair  
Nolan Bederman  
Carla Carmichael  
Joe DeSario

Cynthia Domjancic  
Mitch Frazer  
Steven Murphy

**Regrets:**

Laura Elliott  
Susanna Zagar

**Staff:**

Kirstie Ayotte (Secretary)  
Nicola Crow  
Krista Hester  
Lori Livingston

Brad MacIsaac  
Jennifer MacInnis  
Pamela Onsiong  
Sarah Thrush

**1. Call to Order and Land Acknowledgement**

The Acting Chair called the Public Session of the Audit & Finance Committee (A&F) Meeting to order at 2:00 p.m. and provided the Land Acknowledgement.

She advised that Members have the opportunity to volunteer to deliver the Land Acknowledgement at upcoming meetings, and the Secretariat will circulate a schedule to coordinate.

**2. Agenda**

*Upon a motion duly made by N. Bederman and seconded by C. Carmichael, 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 Acting Chair noted that they were chairing the Meeting in the A&F Chair's absence and welcomed new and returning A&F Members to the first meeting of the 2025-2026 Board year.

She outlined meeting protocols, including noting Public Session attendees were welcome though unable to participate or engage in the meeting.

## **5. President's Remarks**

The President welcomed the Committee, including new Governors, and highlighted key University developments and successes, including progress in AI and energy sector initiatives, and the successful Fall Convocation. The President advised that despite challenges in the international student sector, enrollment remains strong supported by programs focused on critical skills, entrepreneurship, resilience and AI integration.

Financially, the President reminded the Committee that the University continues to rely on three main revenue streams: government grants, tuition and international student fees, amid frozen provincial funding and tuition. He emphasised that strong domestic enrollment success is central to stability, while the University's response to the downturn in international enrollment is strategically supported by a focus on a more global learning environment for students, so that they are ready to take on global careers.

## **6. Governance**

### **6.1 A&F Annual Terms of Reference Review\* (I)**

N. Crow provided an annual review of the A&F Committee's Terms of Reference, noting that it serves to orient Members to the Committee's role and responsibilities. The update outlined the Committee's four primary areas of responsibility: finance, audit and financial reporting, oversight of endowment investments, and risk management, and advised that each will appear in upcoming agendas as the Board year progresses.

## **7. Finance**

### **7.1 2026-2027 Budget Planning\* (D)**

B. MacIsaac, L. Livingston and S. Thrush presented the preliminary budget assumptions for the upcoming year. They outlined the annual process, noting that the November discussion introduces key assumptions, with a full budget paper scheduled for presentation in April 2026.

S. Thrush outlined enrollment projections, which are a key driver for most of the University's revenue. Three scenarios were presented; budget baseline, moderate growth, and accelerated differentiated growth scenarios based on different assumptions for intake, retention, market share, and the undergraduate to graduate balance. She explained that the baseline reflects current risks, while the higher growth scenarios may become attainable as new programs, markets, and student supports mature. B. MacIsaac added that the University budgets conservatively for stability but manages toward ambitious targets, adjusting each term as trends emerge and the University's financial position for the year is realized.

B. MacIsaac reviewed revenue and expense assumptions, noting that ancillary fees are dedicated funds. As enrolments rise and greater than expected revenue is brought in in the form of ancillary funds, there is a corresponding increase in ancillary-related expenses. Other sources

of revenue are largely constrained during this period, government grants are assumed to remain frozen until at least 2027-2028, domestic tuition is held flat, and international tuition is modeled on a modest 3% increase. Overall revenue growth is projected under 1% while labour costs are expected to rise about 6%, which will continue to create a structural deficit as experienced in past years.

L. Livingston emphasized that past growth strategies and traditional structures are no longer sufficient or sustainable. Accordingly, the University must adopt a “Differentiated Growth 2.0” model which will have expanded flexible, accessible, and industry aligned programming for traditional and non-traditional learners, including working professionals through virtual, asynchronous and condensed courses, micro-credentials, and ladder pathways. L. Livingston reported that this equates to the University being open for learning 24 hours a day, 7 days a week, 365 days of the year. This approach also includes stronger industry partnerships, co-op opportunities, and AI integration to support and maintain student success, program quality and retention.

The ensuing discussion provided a comprehensive overview of the University’s strategic priorities, emphasizing the balance between enrollment growth and financial sustainability amid funding constraints and evolving government priorities. Federal funding was noted as targeting research focused faculty, while student growth is carefully managed to align with the University’s resources and operational capabilities and capacity.

Program innovation was discussed, with the Committee learning that initiatives such as compressed courses, micro-credentials, flexible learning, and industry aligned pathways are gaining Faculty support despite initial skepticism.

Overall, the Committee reaffirmed the University’s focus on aligning growth, innovation, and quality with student needs and strategic priorities and supported the Leadership’s ongoing work in this regard.

## **8. Risk Management**

### **8.1 Interim Risk Management Update\* (D)**

B. MacIsaac presented the Report on behalf of J. Dupuis, noting that the University has moved from simply reporting trends to actively identifying medium and emerging risks along with outlining the mitigation strategies the university has or is putting in place, with this report focusing on Mental Health. He explained that for students, rising demands reflect both overall enrollment growth and increased willingness to seek support, and highlighted the University’s proactive strategies, including a triage system that has reduced high level interventions and supported student retention.

Regarding employees, he noted that while North American trends indicate growing mental health needs, the University has not experienced the same intensity, due in part to proactive supports and existing benefits. He added that efforts are ongoing to develop key risk indicators to monitor and manage both student and employee wellness, maintaining these as institutional priorities.



The Acting Chair thanked B. MacIsaac and his Team for the Report, noting that as Governors the Committee was pleased to see that the University was making mental health a priority.

**9. Consent Agenda\* (M)**

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

**9.1 Minutes of the Public Session of the A&F Meeting of June 19, 2025\* (M)**

**10. Adjournment (M)**

There being no other business, and upon a motion duly made by N. Bederman, the Public Session of the A&F Meeting adjourned at 2:55 p.m.

Kirstie Ayotte, Assistant University Secretary

**BOARD OF GOVERNORS**  
**GOVERNANCE, NOMINATIONS & HUMAN RESOURCES COMMITTEE (GNHR)**

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**Minutes of the Public Session of the October 30, 2025 Meeting  
via Videoconference  
2:01 p.m. - 2:25 p.m.**

**Governors Present:**

Gaurav Singh, Chair  
Frank Carnevale, Vice-Chair  
Mitch Frazer  
Lorraine Gray

Neeraj Grotra  
Steven Murphy  
Dwight Thompson

**Regrets:**

Laura Elliott

**Staff and Guests:**

Kirstie Ayotte (Secretary)  
Jamie Bruno  
Nicola Crow  
Krista Hester

Lori Livingston  
Jennifer MacInnis  
Sarah Thrush  
Andrew Sunstrum

**Guests:**

**1. Call to Order and Land Acknowledgement**

The Chair called the Public Session of the Governance, Nominations & Human Resources Committee (GNHR) Meeting to order at 2:01 p.m. and provided the Land Acknowledgement.

**2. Agenda**

*Upon a motion duly made by F. Carnevale and seconded by D. Thompson, the Agenda was approved as presented including approving and receiving the Consent Agenda and its contents as presented.*

**3. Conflict of Interest Declaration**

None declared.

**4. Chair's Remarks**

The Chair welcomed returning and new GNHR Members to the first meeting of the 2025-2026 Board year. He outlined meeting protocols, including noting Public session attendees were welcome though unable to participate or engage in the meeting.

The Chair also expressed appreciation for the work reflected in the agenda, noting its strong mix of strategic discussions and compliance matters.

## **5. President's Remarks**

The President highlighted recent University achievements, including the launch of the School of Ethical AI (SEAI) and the Mindful AI Research Institute (MAIRI), expanded AI For Good collaborations with Massachusetts Institute of Technology (MIT) and the Vector Institute, and the introduction of *Watt Next*, a youth focused energy engagement initiative with OPG and the Ontario Science Centre.

The President further reflected on the success of Fall Convocation and thanked Governors for their participation. He also noted that despite the ongoing situation in the international student sector, enrollment remains strong, supported by programs that equip students with the skills necessary for the workplace, such as critical reasoning, teamwork, entrepreneurship, and resilience.

## **6. GNHR Annual Terms of Reference**

N. Crow provided the GNHR Terms of Reference Annual Review, noting that the review helps the Committee orient its work for the upcoming year. She outlined the Committee's three core areas, governance, nominations, and human resources, which will guide agenda topics and discussions throughout the year.

## **7. Compliance and Policy**

### **7.1 2024-2025 Annual Consolidated Human Rights Office Report \* (I)**

A. Sunstrum presented the Human Rights Office Annual Report for April 1, 2024, to March 31, 2025. He outlined the continued growth in human rights related cases, though at a slower rate, with much of the increase stemming from consultations and general human rights matters, which are viewed as positive opportunities for early intervention and prevention.

A. Sunstrum also noted as new this year, the expanded reporting under the Ministry's 2024 Anti-Racism and Anti-Hate directives and the inclusion of Student Sexual Violence program data.

In response to a question about breaking down the rise in general human rights consultations by theme and measuring success, A. Sunstrum explained that most involve issues of disrespect, policy consultations, and general inquiries. He noted that investigation numbers have remained stable, indicating many issues are resolved prior to escalation.

### **7.2 Respectful Campus Policy & Procedures\* (M)**

A. Sunstrum presented the annual legislative review of the Respectful Campus Policy and its associated Procedures, which this year also included recommended amendments. He explained that from this year's review, amendments were identified to align the employee and student facing procedures and to incorporate requirements arising from the Ministry's Anti-Hate and Anti-Racism directives. These amendments included adding some definitions, establishing an

anonymous complaint mechanism, clarifying when social media or off campus content is considered connected to the University, and outlining how cases simultaneously addressed by external authorities will be managed.

*Upon a motion duly made by F. Carnevale and seconded by S. Murphy, the Governance, Nominations & Human Resources Committee, hereby approves the amendments to the Procedures to Prevent and Address Discrimination and Harassment by or Against Employees and the Procedures to Prevent and Address Discrimination and Harassment by or Against Students, and recommends the approval of the amendments to the Respectful Campus Policy by the Board of Governors, as presented.*

**8. Consent Agenda\* (M)**

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

**8.1 Minutes of the Public Session of the Meeting of June 13, 2025\* (M)**

**9. Adjournment (M)**

There being no other business, and upon a motion duly made by L. Gray the Public Session of the GNHR Committee Meeting adjourned at 2:25 p.m.

Kirstie Ayotte, Assistant University Secretary

## BOARD OF GOVERNORS

### Strategy & Planning Committee (S&P)

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#### Minutes of the Public Session of the Meeting of June 12, 2025

2:01 p.m. to 3:20 p.m. Videoconference

**Present:** Eric Agius (Chair), Lisa McBride (Vice-Chair), Ahmad Barari, Laura Elliott, Matthew Mackenzie, Peter Marchut, Steven Murphy, Michael Rencheck

**Regrets:** Mitch Frazer, Emily Whetung-MacInnes, Hannah Scott

**Staff:** Kirstie Ayotte (Secretary), James Barnett, Nicola Crow, Krista Hester, Les Jacobs, Lori Livingston, Jennifer MacInnis, Brad MacIsaac, Joe Stokes, Sarah Thrush

#### 1. Call to Order

The Chair called the Public Session of the S&P Meeting to order at 2:01 p.m. and read aloud the Land Acknowledgment.

#### 2. Agenda (M)

The Chair noted an amendment to the Public Minutes of the April 3, 2025 Public Session meeting, indicating that Dwight Thompson was in attendance. The minutes have been updated accordingly.

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

#### 3. Conflict of Interest Declaration

None noted

#### 4. Chair's Remarks

The Chair began by reminding Committee members of some meeting protocols, and Public Session attendees were welcomed, though they were noted unable to participate or engage in the meeting.

He noted that this is the final S&P meeting of the year, and members were thanked for their contributions and engagement in advancing the University's priorities. He advised that the year's accomplishments are captured in the S&P Annual Report provided in the Consent Agenda. The Committee also thanked Peter Marchut, Student Governor, for his service as his Board term concludes in August.

## 5. President's Remarks

The President provided his remarks highlighting the recent Convocation ceremonies and thanked everyone who helped make this year's Convocation a success.

The President also noted that he had now concluded meeting with all Faculties and Units with the overarching message being that everyone has a role to play to help advance the University's strategic priorities as part of the Institution taking control of its own destiny. He expressed his appreciation to K. Hester, Chief of Staff for their support in these meetings.

## 6. Strategy

### 6.1 Integrated Academic-Research Plan: IARP Annual Report, SMA3 Performance (Year 5); SMA 4 Update\* (U)

L. Livingston provided a high-level overview of the ongoing work to evolve the University's Integrated Academic-Research Plan (IARP), emphasizing the importance of year-end reporting to ensure accountability for progress. She highlighted that over 450 milestone activities were identified, with 80% completed or on track, 18% behind or amended, and only 2% terminated.

S. Thrush provided an overview of the annual Reports contained in the materials. She highlighted the increased collaboration on advancing the strategic priorities across the University. She also noted that the IARP has been aligned with SMA3, helping to shape priorities and performance metrics. As SMA3 concludes, with all 10 metrics achieved or exceeded, the focus is now on finalizing SMA4. The new SMA agreement is more prescriptive than in the past with now only eight metrics, six of which are set by the province, and two selected by the University. She advised that the University chose the same two metrics that were in SMA3 and aligned with University priorities. SMA4 Negotiations with the Ministry are ongoing, with formalization of SMA4 expected by the end of June.

The ensuing discussion focused on how University performance metrics are communicated and the impact of other institutions on locally-based data metrics. S. Thrush advised that metrics are reported annually to Academic Council and shared with faculties and units through detailed data packages to help them understand their role and alignment with Institutional goals. Additionally, a committee of Directors, Managers, VPs, and Deans reviews the full reports to promote broader understanding beyond formal governance processes.

Through the discussion it was also noted there are increased provincial reporting and accountability requirements arising from SMA4, as well as opportunities to receive nominal additional funding if performance metrics are met or exceeded.

The Committee expressed kudos for all the hard work, not only for putting together the Reports, but for the outcome successes outlined in the Reports.

## **6.2 Annual Program Reports\* (I)**

- i) 2024-2025 Quality Assurance Process and Program Report\*
- ii) 2024-2025 Continuous Learning Report\*

L. Livingston presented the two Annual Program Reports, noting that the 2024-2025 Quality Assurance Process and Program Report details approved academic programs, while the 2024-2025 Continuous Learning Report covers professional development offerings. She emphasized that academic programs undergo a rigorous quality review every 7-8 years, with strict internal and external reporting requirements to ensure ongoing institutional quality assurance.

The Reports showcase the University's growth strategy, focusing on expanding capacity within existing programs and launching new ones. She highlighted that three new programs were recently approved and funded by the Ministry, with five additional programs in development, demonstrating a strong commitment to academic innovation and meeting increased student demand.

L. Livingston addressed balancing new program growth with organizational sustainability. While expansion meets industry needs, it raises costs and faculty workload. The University monitors program health regularly, pausing program admissions or reconceptualizing programs when necessary. She noted that the University remains open to program realignment as part of its careful oversight to manage resources effectively.

## **6.3 Annual International Student Strategy Report\* (I)**

J. Stokes presented this Annual Report and highlighted the significant challenges now being experienced with international student study permit approvals, which have recently worsened, causing delays and affecting enrollments.

He noted that reduced government support for promoting Canada as a study destination has contributed to a decline in the country's international reputation and international student interest. While the University has seen some improvement in

confirmation rates, overall enrollment declines are expected to continue for several years along with the ensuing impact. In response, the University is pursuing transnational education as a strategic adaptation, recognizing the complex regulatory and quality assurance issues involved.

The discussion on transnational education emphasized a combination of online delivery and partnerships abroad, underscoring the long-term, complex nature of this shift and the University's ongoing efforts to remain competitive in the evolving global education landscape.

## **7. Planning**

### **7.1 Strategic Research Plan\* (I)**

L. Jacobs presented the final Strategic Research Plan (SRP), which highlighted the University's unique strengths, including strong industry collaboration and adaptability.

He explained that the plan outlines seven strategic priorities and six research strengths building on existing capabilities, with a particular focus on AI, energy, advanced manufacturing, and mobility. The SRP also guides the alignment of research efforts with funding opportunities and supports key initiatives. He emphasized that both how the University conducts research and what it focuses on are key differentiators from other institutions, noting the plan is data-driven and tailored to the University's strengths, faculty expertise, and the needs of industry and community partners.

### **7.2 Asset Management Plan\* (I)**

B. MacIsaac presented the annual Asset Management Plan, explaining that it guides strategic infrastructure investments to support the University's growth and aligns with academic and research goals. He advised that the plan is structured into three parts: a long-term campus master plan (40+ years); a medium-term focus on the next 3 to 5 years to enhance planning; and, an annual budget overview to ensure transparency and alignment with strategic priorities. It was emphasized that major upcoming projects primarily involve essential building maintenance, highlighting the importance of proactive, long-term capital planning as the campus infrastructure ages.

The ensuing discussion focused on how anticipated growth from international students may be delayed for an extended period, prompting questions about whether campus expansion plans should be adjusted accordingly. There was emphasis on the need for careful capital planning to align with evolving enrollment projections and the need to change the approach for reserves to support future capital infrastructure needs. The

conversation also addressed deferred maintenance projects, with confirmation that they are being actively managed and remain regulatory compliant. Long-term facility planning, reserve funding, and the financial balance between maintaining operations and preparing for future infrastructure needs were also discussed.

### **7.3 Sustainability Plan\* (D)**

B. Maclsaac outlined the development of the 2025-2030 Sustainability Plan, emphasizing a broader, more integrated approach to sustainability across the University. He noted that unlike previous facility and environment focused plans, this version aims to reflect Ontario Tech's identity as "tech with a conscience," incorporating environmental, social, financial, teaching, and research aspects. He advised that the Plan uses guiding principles to provide direction without being overly prescriptive and will rely on a new centralized website to showcase sustainability efforts across the University.

A discussion explored the broader role of sustainability in the University's planning and research, with Committee members raising the need to consider connecting sustainability and research at the University to larger global challenges, such as wildfires. Suggestions were made to leverage the University's research strengths, particularly in energy and materials, to pursue areas where Ontario Tech could have distinct impact. There was also discussion about the importance of balancing broad guiding principles with focused goals and emphasizing areas where the University can stand out.

## **8. Consent Agenda\* (M)**

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

### **8.1 Minutes of Public Session of Meeting of April 3, 2025, as amended\* (M)**

### **8.2 2024-2025 S&P Annual Report\* (I)**

## **9. 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 3:20 p.m.

Kirstie Ayotte, Assistant University Secretary

## BOARD REPORT

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**SESSION:**Public **ACTION REQUESTED:**Decision   
Discussion/Direction   
Information Financial Impact  Yes  NoIncluded in Budget  Yes  No**TO:** Board of Governors**DATE:** March 5, 2026**FROM:** Niall O'Halloran, Manager Policy & Privacy**SLT LEAD:** Jennifer MacInnis, General Counsel**SUBJECT:** Annual Access to Information and Privacy Report 2025

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**BACKGROUND/CONTEXT & RATIONALE:**

The Access to Information and Privacy unit within the Office of the General Counsel has oversight of the University's obligations under the *Freedom of Information and Protection of Privacy Act* (FIPPA), the *Personal Health Information Protection Act* (PHIPA), and other legislation.

The Access to Information and Privacy unit supports functional areas throughout the university in complying with applicable privacy legislation and is responsible for Access to Information process and reporting. The unit's operations support the University's key pillar of "Tech with a Conscience" by ensuring that innovative educational technology is consistent with the University's ethical and legal obligations to respect privacy. The purpose of the Annual Report is to confirm we are meeting our compliance obligations under FIPPA and PHIPA, to provide an update on the impact of changes to legislation and to support continuous improvement.

**SUPPORTING REFERENCE MATERIALS:**

- Access to Information and Privacy Report 2025



# Access to Information and Privacy Report

February 19, 2026

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## PART I – OVERVIEW

Ontario Tech University (the “University”) is committed to ensuring that its privacy practices align with legal and regulatory requirements and to maintaining the trust of its community and stakeholders. This report provides an update on the Privacy Office’s ongoing activities and progress in supporting the University’s compliance with the *Freedom of Information and Protection of Privacy Act* (“FIPPA”), the *Personal Health Information Protection Act* (“PHIPA”) and other relevant privacy legislation. It also highlights the Privacy Office’s efforts to address new legislative amendments and emerging privacy challenges.

The Privacy Office oversees the implementation and administration of access to information and protection of privacy in the University through the management of access requests and privacy-related incidents, the undertaking of privacy impact assessments (“PIAs”), and the provision of training and guidance on privacy and other privacy-related matters.

This report covers the 2025 calendar year and is intended to keep the Board and the University community informed about the status of privacy compliance activities at the University.

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## PART II - STATUS UPDATE

### **A. Amendments to the *Freedom of Information and Protection of Privacy Act***

The Ontario government made significant amendments to FIPPA in 2024. The majority of the changes, including the requirements for mandatory reporting of privacy breaches and the mandatory completion of PIAs, came into force on July 1, 2025.

In response to the legislative changes, the Privacy Office undertook a coordinated, University-wide communications and training initiative, reaching all managers and equipping managers and staff across the University with the knowledge required to meet new legislative obligations. In total 12 training sessions have been held with various units, with additional sessions planned for 2026.

In support of the broader university sector, the University’s Manager of Privacy and Policy chaired the Council of Ontario Universities (“COU”) Bill 194 working group, a cross-functional group consisting of legal and privacy professionals from universities across Ontario. The Working Group developed a coordinated, sector-wide approach to addressing challenges and questions arising

from the legislation, including the establishment of shared practices and guidance for PIAs involving research activities, library subscription services, and software applications that require students to subscribe directly with third-party vendors.

## **B. Mandatory Privacy Impact Assessments and Future Capacity**

A PIA is a structured process used to identify, assess, and mitigate privacy risks associated with the collection, use, disclosure, and retention of personal information, particularly when a new system, program, or service is introduced. A PIA examines the legal authority for collecting personal information, how the information flows through the initiative, the safeguards in place to protect it, the involvement of third parties, and the applicable retention and disposal practices. Its purpose is to not only ensure the University's compliance with privacy legislation, but also to ensure that privacy considerations are embedded into decision-making at the outset of the introduction of a new system or process, thus reducing risks to individuals and the University.

In prior years, the Privacy Office provided advice and support for small-scale or low-risk initiatives without the need to complete a formal, prescribed report. Full PIAs were reserved for large-scale or medium-to-high risk initiatives. Under the legislative changes, FIPPA institutions are now required to complete a PIA and the prescribed report before any collection of personal information. This change combined with targeted training and University-wide outreach regarding the new legislative requirements, has resulted in a significant increase in PIA requests received by the Privacy Office in CY 2025, reflecting increased awareness and compliance across the institution. In CY 2025 the Privacy Office received 66 PIA requests, up from an average of 19 requests per year between 2022-2024. We expect a similar volume in CY 2026.

To absorb the increased volume of work, the Privacy Office has worked to improve its tools and streamline its processes for conducting a PIA and writing the associated report. We have shared these tools with COU colleagues as part of the Bill 194 Working Group and worked collaboratively with COU colleagues to ensure our approach is consistent with the sector. We have also continued to prioritize projects with a large institutional or privacy impact, as well as those with a limited deadline for completion. Should the volume of requested PIAs continue to grow, there is a risk of longer wait times for units, which may lead to delays in implementation.

### **C. Privacy Breaches and Response Strategy**

As noted above, the standard for breach reporting has been revised under FIPPA to require institutions to report to the Information and Privacy Commissioner of Ontario (“IPC”) and to any affected individuals any theft, loss, or unauthorized use or disclosure of personal information in the custody or under the control of the institution where it is reasonable in the circumstances to believe that there is a real risk of significant harm to an individual, or where prescribed circumstances exist. Institutions are also required to maintain a record of every theft, loss, or unauthorized use or disclosure of personal information reported to the IPC.

Prior to the legislative change, the University had already taken proactive steps to align its breach response and reporting practices with recognized standards. Over the past year, and in light of the amended requirements, the Privacy Office has been engaged in reviewing, strengthening, and formalizing its processes for investigating and responding to potential privacy breaches. This includes the introduction of a step-by-step process for investigating breaches, assessing the risk of harm to affected individuals, and notification to affected individuals and to the IPC where required by FIPPA. Training materials have also been updated to provide units more capacity to address privacy breaches proactively and reduce the risk of harm to affected individuals.

There were 9 reported privacy breaches this year, however none were found by the Privacy Office to have meet the ‘real risk of significant harm’ standard to require reporting to the IPC.

### **D. Guidance on the Use of AI**

In line with the University’s commitment to the responsible use of technology, the Privacy Office has developed guidance and evaluation criteria to assess AI systems through a privacy lens. We are working in tandem with IT Services, the Teaching and Learning Centre, Risk Management and Compliance, and respective Senior Leaders to support the University’s AI strategy.

We have conducted assessments of 8 AI systems and expect this work to continue as more systems add AI-driven features. As part of these assessments, we have provided privacy guidance in support of a major AI pilot program, including drafting student-facing consent language, evaluating safeguards, and providing guidance on appropriate use of existing university data in the pilot.

This initiative aligns with the University’s strategic direction of “Tech with a Conscience”, ensuring that technology development prioritizes the protection of individuals’ privacy rights.

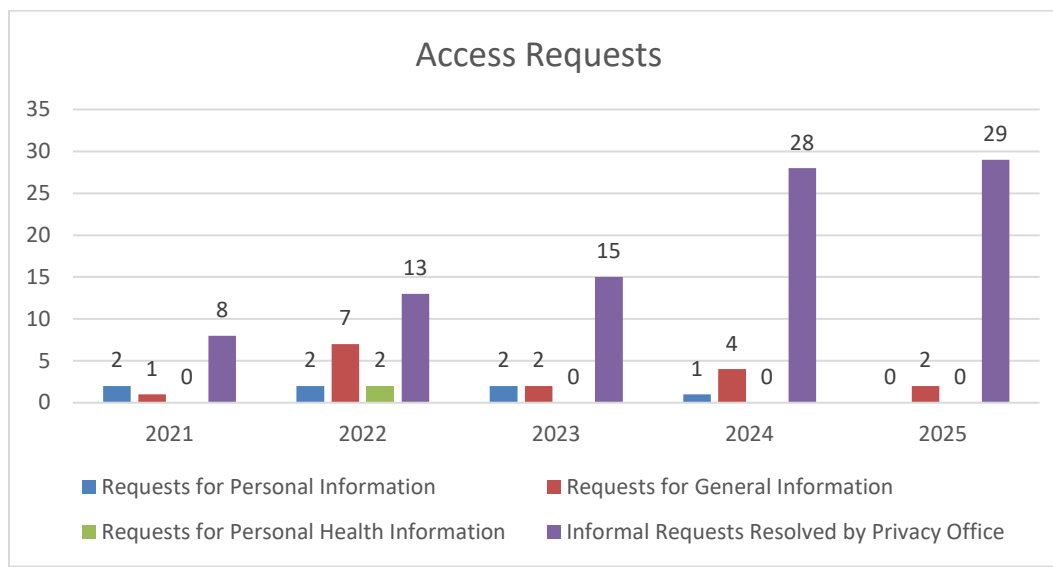
## PART III – ANNUAL STATISTICAL REPORTING

Each year, the University submits statistical reports to the IPC regarding its compliance with FIPPA and PHIPA. These reports include: (i) the number of access to information requests, (ii) the outcomes of those requests, and (iii) the number and cause of privacy breaches where there is a real risk of significant harm. The Privacy Office has no non-compliance to report in its 2025 annual statistical report to the IPC.

### A. Access Requests

The University processes various types of access requests under FIPPA and PHIPA. These requests are handled in accordance with the relevant legislation, ensuring that the University remains compliant with privacy regulations while providing access to information.

The key categories of requests and activities related to privacy compliance over the past five years are set out below.



**Requests for Personal Information:** Formal requests for individuals' own personal information held by the University have remained relatively low over the past five years, as the Privacy Office has worked to resolve these requests informally.

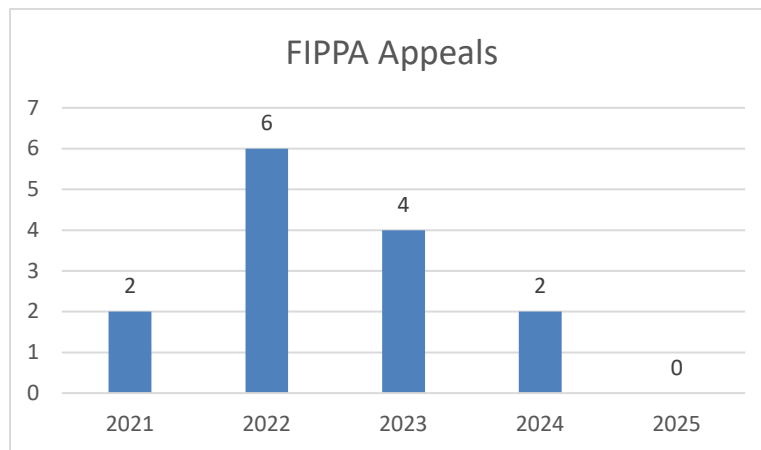
Requests for Personal Health Information: Requests for students' own personal health records remain low year after year.

Requests for General Information: General information requests, which refer to non-personal University data, remain low over the past three years.

Informal Requests Resolved by the Privacy Office: Informal requests normally come from individuals represented by legal counsel in a matter unconnected to the University. Due to the notable rise in the number of requests resolved informally over the past two years, most of which come from individuals represented by legal counsel, the Privacy Office will be establishing a reasonable fee for processing requests from legal counsel as permitted under FIPPA.

## B. FIPPA Appeals

If individuals or third parties are unsatisfied with the University's response to an access request, they can challenge the decision by filing a FIPPA Appeal with the IPC. Over the past five years, the number of appeals has fluctuated in line with the number of FIPPA access requests completed.



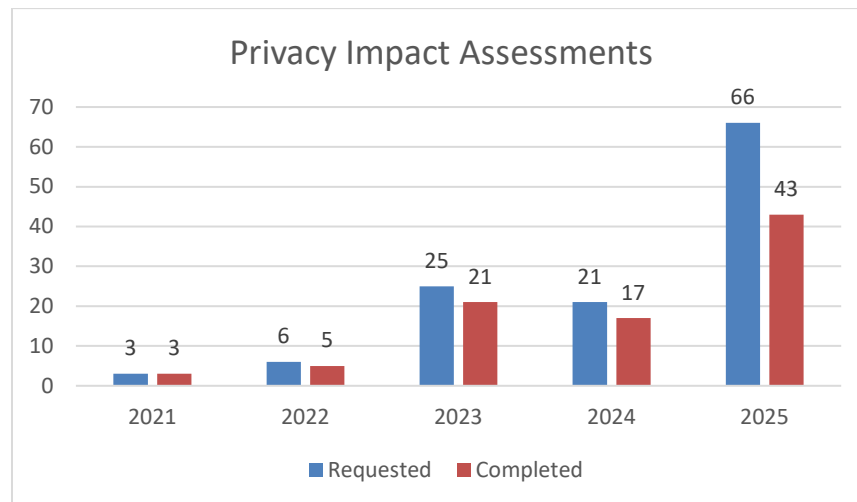
In 2024, the University's two outstanding appeals were resolved. No further appeals were filed in 2025.

## C. Privacy Impact Assessments

Previously, the Privacy Office completed a PIA on new technology projects that handle personal information, or when there is a significant change to an existing system. This support allows the

University to adopt new technologies and practices that enhance efficiency and support the student experience without compromising privacy or risking non-compliance.

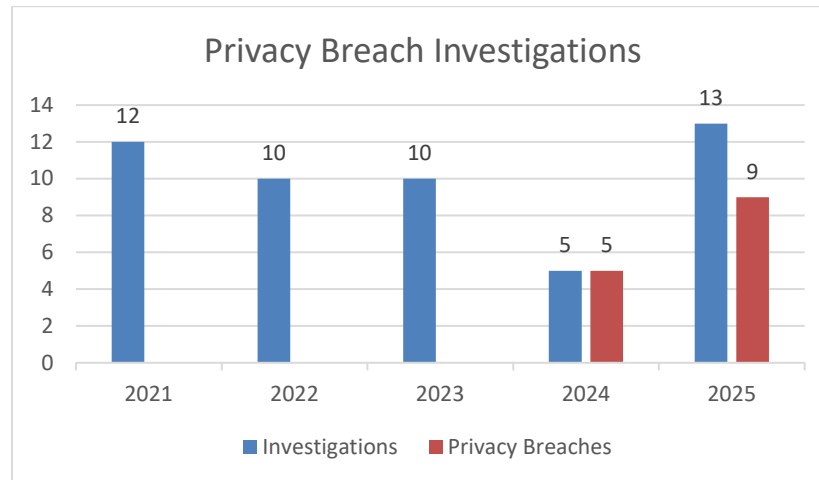
Under the new FIPPA requirements a PIA must be completed for all new collections of personal information. This includes the introduction of new technology, or simply the collection of RSVPs for an event.



As a result of the legislative changes, the number of PIA requests received annually has increased significantly, from an average of 6 per year between 2020 and 2022, to an average of 19 per year in 2023–2024, and to 66 in 2025. This surge in PIAs completed in 2025 is directly attributable to both the amendments to FIPPA and the increased training undertaken by the office.

#### **D. Privacy Breaches Investigated**

The Privacy Office tracks and investigates privacy breaches to ensure compliance with privacy laws and safeguard personal information. Lessons learned from these investigations are essential to maintaining the privacy and security of personal data at the University, and the fluctuating numbers year over year highlight the ongoing need for vigilance in managing privacy risks.



Consistent with FIPPA, the Privacy Office assesses all privacy breaches to determine if there is a real risk of significant harm (RROSH) to affected individuals. If there is RROSH, the university must notify the affected individual(s) and report it to the IPC.

In total, the Privacy Office investigated 13 incidents and determined that a privacy breach occurred in 9 of those incidents. In all 9 instances, the Privacy Office found no RROSH and did not make a report to the IPC.

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## CONCLUSION

The Privacy Office continues to play a crucial role in supporting the University's privacy compliance efforts, ensuring the institution remains transparent and accountable in its handling of personal information. The introduction of new legislative requirements and the increase in automation necessitates ongoing adaptation of the Privacy Office's processes, particularly with respect to PIAs and privacy breach responses. We remain committed to advancing privacy practices, fostering a privacy-conscious campus and meeting our legal obligations.

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## BOARD REPORT

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<b>SESSION:</b>		<b>ACTION REQUESTED:</b>	
Public	<input checked="" type="checkbox"/>	Decision	<input type="checkbox"/>
Non-Public	<input type="checkbox"/>	Discussion	<input type="checkbox"/>
Consent	<input checked="" type="checkbox"/>	Information	<input checked="" type="checkbox"/>

**TO:** Board of Governors

**MEETING DATE:** March 5, 2026

**PRESENTED BY:** Audit & Finance Committee (A&F)

**FROM:** Dr. Mary Bluechardt, Deputy Provost  
Monica Jain, Director, Student Support Services

**SUBJECT:** Agenda Item #10.6: Annual Student Mental Health Report

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### EXECUTIVE SUMMARY:

- At the February 19, 2026 Audit & Finance Committee (A&F) Meeting, A&F received this Report as part of its responsibilities to monitor compliance with internal policies, as well as external laws and regulations and act as checks and balances to ensure organizational integrity.
- The Report is now shared as information for the Board as part of the University's compliance process.
- The Strengthening Accountability and Student Supports Act, 2024 received Royal Assent on May 16, 2024. This legislation amended the Ministry of Training, Colleges and Universities Act (the "Act") with new requirements for Ontario's publicly-assisted colleges and universities to have a student mental health policy in place.
- The Act requires each institution to publish its student mental health policy on its website and make a copy of the policy available to anyone who requests it. Policies must describe the programs, services, and supports available with respect to student mental health.
- In compliance with the requirements of the recent law (Strengthening Accountability and Student Supports Act, 2024), Ontario Tech University's [Student Mental Health Policy](#) was implemented, on January 30, 2025.

### KEY CONSIDERATIONS:

- The policy went through a series of consultations, reviews, edits in accordance with the University's Procedures for the Development, Approval and Review of Policy Instruments.
- The policy describes the programs and supports already available to the students at the University. Hence, no separate implementation or training is required.
- The policy serves to make supports more visible and accessible to students.

- The policy is posted both on the University's [Student Mental Health website](#) and the institution's [policy library](#), where students (and the public) can easily access all the necessary information in alignment with the student mental health legislative and directive requirements.
- The policy's effectiveness is noted by its contribution towards the increasing knowledge, accessibility and utilization of mental health services/supports amongst students.

## **ANALYSIS:**

### **Strategic Alignment**

- The policy strengthens our institution's commitment to its student population with respect to mental health and well-being which directly aligned to creating a sticky campus, a key strategic area of the University's Integrated Academic-Research Plan (2023-2028)
- The policy serves to comply and adhere to the requirements and accountabilities outlined in the directive.

### **Legislative/Regulatory/Policy Framework**

- This report is coming before the Board to comply with the requirements laid down by the Strengthening Accountability and Student Supports Act, 2024.

## **NEXT STEPS:**

- An annual report on the implementation and effectiveness of the Student Mental Health policy will be provided to A&F.
- This policy will be reviewed as necessary and at least every three years and amended as appropriate.

## BOARD REPORT

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**SESSION:**

Public   
Non-Public

**ACTION REQUESTED:**

Decision   
Discussion/Direction   
Information

**TO:** Board of Governors

**MEETING DATE:** March 5, 2026

**PRESENTED BY:** Audit & Finance Committee (A&F)

**FROM:** Brad MacIsaac, Vice President Administration

**SUBJECT:** Agenda Item #10.7: Ontario Tech Credit Rating

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**EXECUTIVE SUMMARY:**

We are providing this report to the Board of Governors to assist with the fulfilment of the Board's financial oversight mandate, and as required by the covenants in the University's debenture.

**KEY CONSIDERATIONS:**

Ontario Tech has issued debt (debentures) initially valued at \$220M which end in 2034. Covenants in the Agreement require annual credit ratings from two credit rating agencies. The University uses Dominion Bond Rating Services (DBRS) and Moody's Investor Service.

Both 2025 reports have remained stable DBRS A and Moody's A1 which is considered "low credit risk". Although Ontario Tech factors have trended positively over the past five years, our credit rating remains at the low end of the range in our sector. This is due to high debt to student levels which are a consequence of the Provincial choice to have Ontario Tech fund its own initial infrastructure costs. In reaffirming their ratings, both agencies acknowledged Ontario Tech's positive operating results while highlighting the pressures caused by flat government grants and frozen tuition framework.

We will continue working with DBRS and Moody's to highlight Ontario Tech's operational improvements to ensure our credit rating accurately reflects the university's fiscal position.

**SUPPORTING REFERENCE MATERIALS:**

- Moody's Credit Opinion
- DBRS Credit Opinion

**CREDIT OPINION**

30 January 2026

Update

Send Your Feedback

**RATINGS**

**University of Ontario Institute of Technology**

Domicile	Ontario, Canada
Long Term Rating	A1
Type	Senior Unsecured - Dom Curr
Outlook	Stable

Please see the [ratings section](#) at the end of this report for more information. The ratings and outlook shown reflect information as of the publication date.

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# University of Ontario Institute of Technology (Canada)

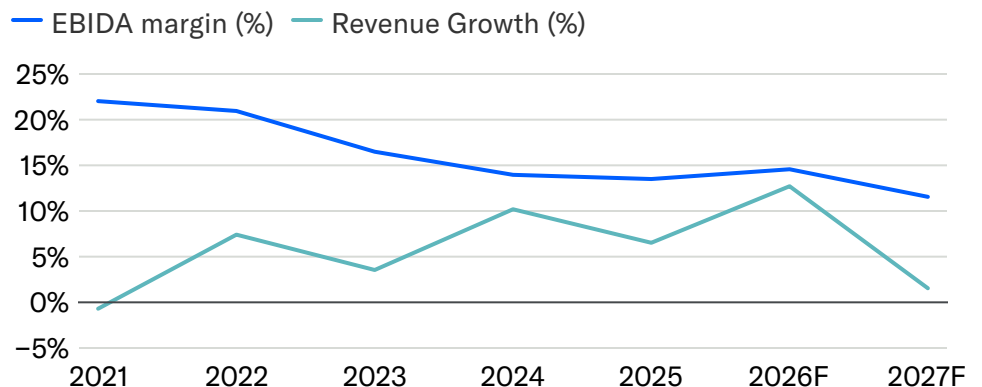
Update to credit analysis

**Summary**

The credit profile of the [University of Ontario Institute of Technology](#) (Ontario Tech, A1 stable) reflects its small size but niche market position with a strong research profile and increasing domestic student demand, which help mitigate the current and projected revenue shortfall from a decline in international students. Nevertheless we expect that EBIDA margins will weaken modestly as wage cost pressures and provincially mandated freezes in domestic tuition rates challenge fiscal results. The university maintains solid wealth and liquidity metrics and relatively low leverage. The rating also includes a high likelihood of support from the [Province of Ontario](#) (Aa3 stable).

Exhibit 1

**Enrolment challenges will weigh on revenue growth, modestly lowering EBIDA margins**



Year ending March 31  
Sources: Ontario Tech and Moody's Ratings

**Credit strengths**

- » Strong debt affordability benefits from provincial debt service subsidies
- » Healthy liquidity and wealth levels
- » Niche focus supports enrolment growth despite federal caps on international student permits

**Credit challenges**

- » Operating challenges from rising costs and provincial operating constraints
- » Low revenue diversification and smaller endowment than peers

## Rating outlook

The stable outlook reflects our view that a strong regional economy and the university's niche program support enrolment and revenue growth despite adverse federal policy changes for international students. The stable outlook also reflects continued solid cash and investment levels, while debt affordability remains supported by provincial debt subsidies and our expectation of no new debt issuances.

## Factors that could lead to an upgrade

Ontario Tech's rating could be upgraded if cash and investment levels rose materially, leading to improving coverage and leverage metrics, or if easing provincial restrictions resulted in higher revenue generation capacity.

## Factors that could lead to a downgrade

The rating could be downgraded if EBIDA margins declined materially as a result of weaker cost controls or sustained lower tuition revenue following weaker than anticipated domestic or international enrolment levels. The rating could also be downgraded if a deterioration in wealth and liquidity levels led to lower coverage of debt and expenses.

## Key indicators

Exhibit 2

### Ontario Tech University

Year ending March 31

Key Indicators	2022	2023	2024	2025	2026F	2027F
Operating revenue (CAD million)[1]	203.6	210.8	232.2	247.4	278.8	283.1
EBIDA margin (%)	20.9	16.5	14.0	13.5	14.6	11.6
Total cash and investments (CAD million)	119.2	111.6	118.9	127.9	130.5	133.1
Total cash & investments to Total adjusted debt (x)	0.57	0.56	0.64	0.67	0.71	0.77
Total cash & investments to operating expenses (x)	0.60	0.52	0.50	0.51	0.48	0.47
Annual debt service coverage (x)	2.00	1.64	1.46	1.50	2.00	1.61

[1] Revenue is net of scholarship expenses

Sources: Ontario Tech and Moody's Ratings

## Profile

Ontario Tech is a technology focused university located in the Durham region of the Greater Toronto Area, offering programs in engineering, applied sciences, health, business, and technology. The university maintains a niche market position supported by specialized offerings—including Canada's only undergraduate nuclear engineering program and a new railway engineering specialization—and has demonstrated consistent research strength, ranking among Canada's leading smaller research universities.

## Detailed credit considerations

On 27 January 2026, we affirmed Ontario Tech's a3 baseline credit assessment (BCA) and A1 rating, with a stable outlook. The affirmation reflects the university's smaller size but niche market position with a strong research profile and increasing domestic student demand, which help mitigate the current and projected revenue shortfall from a decline in international students.

The credit profile of Ontario Tech, as expressed in its A1 stable rating, combines (1) a BCA of a3, and (2) a high likelihood of extraordinary support coming from the Province of Ontario (Aa3 stable) in the event that the university faced a liquidity stress event.

This publication does not announce a credit rating action. For any credit ratings referenced in this publication, please see the issuer/deal page on <https://ratings.moody's.com> for the most updated credit rating action information and rating history.

## Baseline credit assessment

### Strong debt affordability supported by provincial debt service subsidies

The university has modest debt levels with leverage metrics in line with most peers. Annual debt service coverage has averaged 1.73x over the last five years. We expect similar levels over the next three years given our projection of no new debt issuances during the period.

Debt affordability is further supported by CAD13.5 million annual debt service subsidies from the Province of Ontario for the university's 2034 maturity debenture. The province's debt service subsidies significantly eases the financial impact of the debt burden on the university. The Durham College of Applied Arts and Technology provides a guarantee to Ontario Tech's 2034 debenture, providing additional credit support to debenture holders.

Total adjusted debt of CAD191.9 million (at March 31, 2025) mainly reflects its CAD120.8 million book value senior unsecured debenture maturing in 2034, CAD26.3 million long-term capital lease obligations for buildings in downtown Oshawa, and a CAD21.1 million interest rate swap liability. These balances will continue to amortize annually.

### Healthy liquidity and wealth levels

Following limited growth in total cash and investments between 2022 and 2024 given a more constrained operating environment, we expect that cash and investment levels will gradually rise mainly reflecting rising endowment balances. Adjusted total cash and investments, including endowments, stood at CAD127.9 million at March 31, 2025, providing 0.7x coverage of total adjusted debt and 0.5x coverage of operating expenses. We project that coverage levels of debt will continue to rise given improving wealth levels and no new debt, although coverage will modestly decline relative to expenses as expense growth outpaces wealth growth.

The university continues to make internally financed upgrades to campus infrastructure, including capital projects financed through reserves instead of taking on new debt. The university's goal is to replenishing reserves following internal draws, a strategy that has proven successful in recent years. In our view the liquidity profile will continue to support its efforts in making similar spending allocations to campus infrastructure. Short-term liquidity needs are further supported by a CAD17 million operating line of credit which remains undrawn.

### Niche focus supports enrolment growth despite federal caps on international student permits

Despite its small size, Ontario Tech has carved out a niche market position as a career-oriented institution focused on engineering and applied sciences in the Greater Toronto Area. The university offers Canada's only undergraduate-level nuclear engineering program and a proposed industrial and railway engineering program. Domestic demand remains strong within its local catchment area, which favourably distinguishes it from several of its small and mid-sized peers.

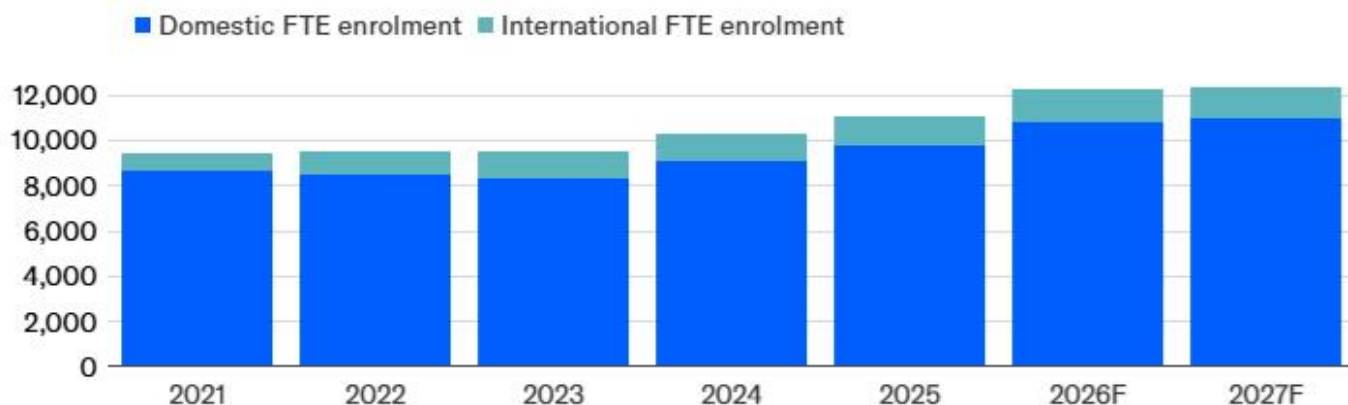
Ontario Tech also has strong partnerships with a number of academic institutions in Ontario, including with Durham College which provides diploma-to-degree opportunities between the two institutions, and a joint program. Ontario Tech also has joint programs with several institutions including Trent University.

Enrolment demand has been consistently strong despite somewhat stagnant domestic demand for higher education in Ontario. Full-time equivalent (FTE) student enrolment was 11,090 in 2024-25, a growth of almost 15% in the last five years. The university anticipates FTE enrolment to increase by 10.3% in 2025-26, driven primarily by domestic student growth, supported by additional funded students and the expansion of STEM programs. For 2026-27 and 2027-28, we expect broadly stable enrolment, as strong domestic demand will balance lower international student enrolment as the federal immigration caps remain in place.

Exhibit 3

**Enrolment levels will flatten as strong domestic demand offsets declining international enrolment**

Full-time equivalent (FTE) enrolment



Year ending March 31

Sources: Ontario Tech and Moody's Ratings

Academic focus is heavily weighted on domestic undergraduate students, which remain the key drivers of growth. Graduate students make up a relatively small share (8.9% of FTE students in 2024-25), although they represent stronger revenue potential given generally higher tuition fees compared to undergraduate students. The greatest weakness in growth is in international students. Federal caps on new international undergraduate permits — 35% below 2023-24 levels in 2024-25 and a further 10% reduction in 2025-26 — along with tighter work permit and spousal eligibility rules have weakened the appeal of Canadian higher education institutions globally, heightening credit risk from lower demand and tuition revenue.

These challenges will be partly mitigated by the federal government's recent budget announcement to provide new research funding to Canadian universities and Ontario Tech's lower international share (12% vs. sector average 18%). We expect increased commitments from the federal and provincial governments including higher levels of Tri-Council funding and provincial funding for intellectual property and electric and autonomous vehicle research continues to support the growth in research grants. Additionally, although they do not contribute to revenues, several partnerships with large corporations in the region for in-kind research collaborations, including for the university's climatic wind tunnel, enhance the university's research profile and reputation.

**Operating challenges from rising costs and provincial operating constraints**

Inflation, wage pressures and provincially mandated freezes in domestic tuition rates are key drivers of the university's operating pressures. The mandated tuition freezes weaken its ability to generate revenue from tuition or to offset other revenue or expense pressures. The university also faces cost escalation pressures from rising salaries and benefits which make up the majority of total expenses, and therefore represent one of the key drivers of expense increases. Higher construction, materials and labour costs add additional pressure.

Enrolment growth has led to strong fiscal results in recent years, with EBIDA margins averaging around 15% during the 2022-23 and 2024-25 period. We expect that EBIDA margins will modestly decline over the next two years to about 12-15% given inflationary pressures on operating costs and rising salaries. At the same time, revenue growth will be constrained by lower enrolment of international students, which generate larger tuition revenue per student due to unregulated fees, as well as provincially mandated freezes in domestic tuition rates. In our view, Ontario Tech's niche market position and stronger domestic student demand than peers will partly shelter it from these challenges in 2025-26 and 2026-27.

The province is transitioning the framework for university operating grants to reflect a gradually increasing emphasis on performance metrics (relative to grants based on enrolment), where universities are benchmarked against their own past performance based on a number of indicators. Although the change could create some volatility in the amount of grants for universities, the university expects to continue to meet its performance benchmarks.

**Low revenue diversification and smaller endowment than peers**

Ontario Tech receives around 70-80% of its revenues from two primary sources: provincial operating grants, and tuition fees. As a result, revenues have low diversification from other sources, including from donations and investment income, limiting the university's ability to meaningfully increase revenues from other sources.

The limited ability to raise significant fundraising revenue also reflects a smaller alumni and donor pool. The lack of significant fundraising capacity limits the growth in endowment balances, and reflects the university's weaker strategic position relative to peers and a greater reliance on other revenue sources to fund initiatives. While the endowment portfolio grew in 2024-25 to CAD29.3 million, we expect it to remain small relative to most peers.

In the long term, the university is looking to improve its fundraising efforts with a greater emphasis on donor relations and a new fundraising campaign with a target of raising CAD250 million by 2034-35. This campaign will also support the university's desire to reduce its reliance on tuition, grants and ancillary revenues.

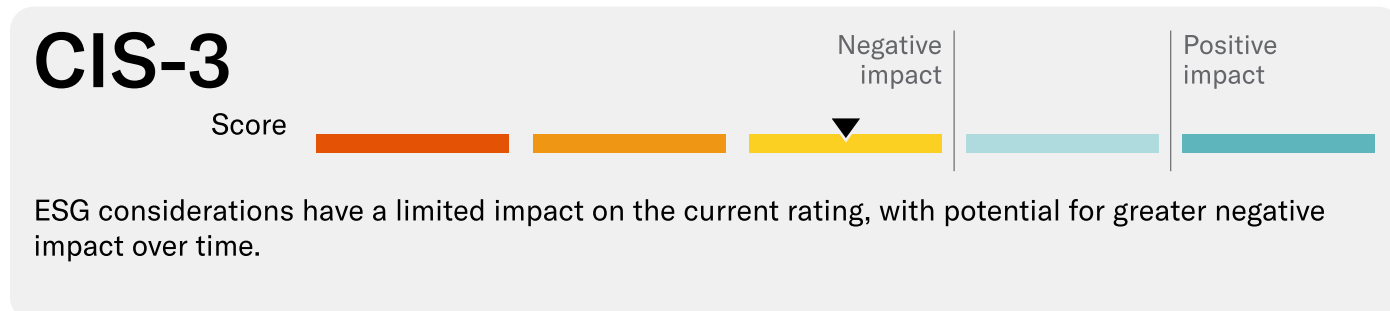
**Extraordinary support considerations**

Moody's assigns a 'high' likelihood of extraordinary support provided by the Province of Ontario in the event that the university faced a significant liquidity stress event. Durham College of Applied Arts and Technology provides a guarantee to Ontario Tech's 2004 senior unsecured debenture. As colleges in Ontario face stronger regulation than universities, and are therefore closer to the province, the guarantee provides for a stronger level of extraordinary support for Ontario Tech than other universities in the province.

## ESG considerations

University of Ontario Institute of Technology's ESG credit impact score is CIS-3

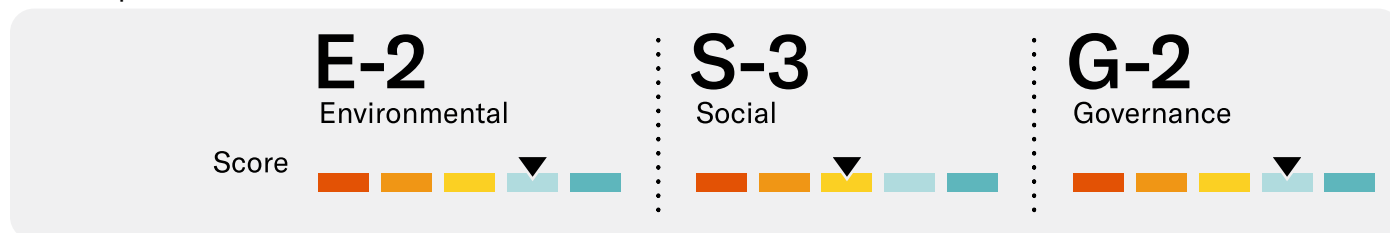
Exhibit 4  
ESG credit impact score



Source: Moody's Ratings

Ontario Tech's **CIS-3** ESG credit impact score indicates that ESG considerations have a moderately negative impact on the rating.

Exhibit 5  
ESG issuer profile scores



Source: Moody's Ratings

### Environmental

The **E-2** issuer profile score (IPS) reflects the university's limited exposure to environmental risks. The university is not subject to material environmental risks. While it owns land and buildings which may be subject to environmental risks (e.g., asbestos in older buildings or clean-up following construction), these risks are modest and the university proactively manages them through its operations and facilities maintenance.

### Social

The **S-3** social IPS reflects demographic and societal trends within the higher education sector, including slow growth in the university-age domestic population, as well as federal caps on international student permits. Provincial funding policies designed to address affordability, both on tuition setting and support to students, further weaken the university's revenue potential.

### Governance

The **G-2** governance IPS reflects limited risks stemming from governance considerations, including prudent budgeting practices and risk management. Each faculty is responsible for developing its own budget and adhering to self-imposed revenue and expense targets. Prudent oversight is provided by the Academic Council and Board of Governors.

ESG Issuer Profile Scores and Credit Impact Scores for the rated entity/transaction are available on [Moody's.com](https://www.moodys.com). In order to view the latest scores, please click [here](#) to go to the landing page for the entity/transaction on MDC and view the ESG Scores section.

## Rating methodology and scorecard factors

The assigned BCA of a3 is in line with the scorecard indicated outcome. The methodologies used in this rating were the Higher Education methodology and the Government-Related Issuers methodology.

Exhibit 6

Ontario Tech University  
(at March 31, 2025)

Scorecard Factors and Sub-factors	Value	Score
<b>Factor 1: Scale (15%)</b>		
Adjusted Operating Revenue (USD Million)	178	A
<b>Factor 2: Market Profile (20%)</b>		
Brand and Strategic Positioning	Baa	Baa
Operating Environment	A	A
<b>Factor 3: Operating Performance (10%)</b>		
EBIDA Margin	14%	A
<b>Factor 4: Financial Resources and Liquidity (25%)</b>		
Total Cash and Investments (USD Million)	89	A
Total Cash and Investments to Operating Expenses	0.5	Baa
<b>Factor 5: Leverage and coverage (20%)</b>		
Total Cash and Investments to Total Adjusted Debt	0.7	A
Annual Debt Service Coverage	1.5	A
<b>Factor 6: Financial Policy and Strategy (10%)</b>		
Financial Policy and Strategy	Baa	Baa
Scorecard-Indicated Outcome		a3
Assigned BCA		a3

Data is based on most recent fiscal year available. Debt may include pro forma data for new debt issued or proposed to be issued after the close of the fiscal year.

For non-US issuers, nominal figures are in US dollars consistent with the Higher Education Methodology.

Source: Moody's Ratings

## Ratings

Exhibit 7

Category	Moody's Rating
<b>UNIVERSITY OF ONTARIO INSTITUTE OF TECHNOLOGY</b>	
Outlook	Stable
Baseline Credit Assessment	a3
Bkd Senior Unsecured -Dom Curr	A1

Source: Moody's Ratings

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# Credit Rating Report

## University of Ontario Institute of Technology

### Morningstar DBRS

December 04, 2025

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### Credit Ratings

Debt	Credit Rating	Credit Rating Action	Trend
Issuer Rating	A	Confirmed	Stable
Series A Senior Unsecured Debentures	A	Confirmed	Stable

### Credit Rating Update

On November 28, 2025, we confirmed both the Issuer Rating and the Series A Senior Unsecured Debentures credit rating on the University of Ontario Institute of Technology (Ontario Tech or the University) at “A” with Stable trends.

The credit ratings are supported by the University’s gradually improving academic profile and the ongoing student demand for its science, technology, engineering, and mathematics (STEM) program offerings. We note that the current operating environment, given the constrained funding and tuition frameworks and changes to federal international student targets, remains a challenge for all public universities in the Province of Ontario (Ontario or the Province; rated AA with a Stable trend) but Ontario Tech continues to manage well reporting recurring surpluses and declining debt.

Ontario Tech reported a surplus of \$7.2 million in 2024–25, compared with a surplus of \$6.4 million in 2023–24, as revenue benefitted from domestic (mainly undergraduate) enrolment growth. Total expenses increased 6.5% from the prior year owing to salaries and benefits, student aid, financial assistance, and awards.

Based on the most recent financial update, for the six months ended September 30, 2025, Ontario Tech’s operating forecast is trending toward the original budgeted surplus of \$3.0 million for 2025–26. The University anticipates revenue to be higher than budgeted because of stronger-than-planned enrolment and a one-time grant funding increase. At the same time, operating and capital expenses are forecast to be higher than budget mainly because of the need for additional instruction and student support driven by stronger enrolment.

Our debt forecast has improved since our previous review, with the debt per full-time equivalent (FTE) student expected to fall to approximately \$13,300 following the improved enrolment outlook. We estimate that the debt per FTE student will gradually decline over the medium term to approximately \$11,250 by F2028, as existing debt amortizes and enrolment continues to grow. We acknowledge the unique circumstances surrounding Ontario Tech’s debt among Ontario universities. While the legal

obligation rests with the University and provincial grants flow through Ontario Tech, only about one-fifth of the debenture debt is serviced through the University's general operations.

A credit rating upgrade could result from continued improvement in the University's financial risk assessment (FRA) metrics or an improvement in our assessment of one or more critical rating factors (CRFs).

A credit rating downgrade could result from a combination of a material deterioration in the University's key financial metrics and CRFs.

### Financial Information

	For the Year Ended March 31				
	2025	2024	2023	2022	2021
Operating Result (Adjusted, CAD Millions)	7.2	6.4	2.6 <sup>1</sup>	12.4	15.1
Debt-per-FTE (CAD)	15,648	17,718	20,197	21,342	19,898
Expendable Resources-to-Debt Ratio (%)	24.2	26.4	23.0	25.1	11.4
Interest Coverage Ratio (x)	2.8	2.6	2.5	3.0	2.7
Surplus-to-Revenue Ratio (Five-Year Average) (%)	3.8	3.0	3.1	4.4	4.5

<sup>1</sup> Includes a one-time charge related to the termination of a capital lease.

### Issuer Description

Ontario Tech is in Oshawa, Ontario, and provides career-oriented university programs and transitional programs to enable college graduates to complete university degrees. The University was established in 2002 and has an enrolment of more than 11,000 FTE students. Ontario Tech has developed a strong reputation for its STEM programming and industry partnerships.

## **Credit Rating Considerations**

### **Strengths**

#### *1. Established Reputation*

Ontario Tech has grown rapidly since its establishment in the early 2000s and has developed a strong reputation in several high-demand engineering- and technology-related fields. The University ranks reasonably well in Canada for a small university and is well established in the Durham Region (Oshawa). Ontario Tech's name recognition remains limited outside the Greater Toronto Area (GTA) but is improving with a growing alumni base and improved visibility. The University ranks in the 801–1000 band according to the Times Higher Education 2026 World University Rankings.

#### *2. Provincial Support*

Universities are stable institutions and a critical component of the public sector. Access to high-quality postsecondary education remains a priority for the Province. As such, universities in Ontario and across Canada benefit from stable and consistent revenue sources. Government grants and tuition fees typically account for around 80% of revenue for Ontario Tech.

#### *3. Effective Financial Management Practices*

Financial management practices have improved significantly over the past several years. The University has developed effective budget and planning processes, has improved internal and external reporting, and continues to make its operations more effective and cost efficient.

#### *4. Defined Contribution Pension Plan*

Ontario Tech has a defined contribution pension plan, which alleviates the risk of meeting future benefit payments for retired employees.

### **Challenges**

#### *1. Constrained Policy Environment and Limited Control of Revenue*

Canadian universities have limited control over their main revenue sources—tuition fees and government grants. In recent years, the Province of Ontario implemented changes to the tuition fee framework for domestic students in regulated programs, limiting domestic tuition growth and freezing operating grants. The federal government has also lowered the overall immigration levels and temporary student visas. While Ontario Tech is relatively less reliant on international enrolment compared with other universities that we rate, these policies are expected to limit international enrolment, which negatively affects tuition fees.

#### *2. Cost Pressures*

Underlying cost pressures are somewhat detached from the University's revenue drivers. Canadian universities' expense bases are largely fixed and growing in the form of tenured faculty, unionized support staff, externally mandated student aid requirements, and large infrastructure footprints. In recent years, inherent cost pressures have outpaced provincially controlled revenue growth for many Morningstar DBRS-rated universities. Ontario Tech has less operational flexibility to adjust to the constrained operating environment than larger, more established universities.

### *3. Weaker Balance Sheet*

As a relatively small institution that has operated primarily in a constrained funding environment, Ontario Tech's balance sheet has limited financial flexibility compared with most other universities that we rate.

### *4. Sizable Debt Burden*

Ontario Tech has a relatively high debt burden at \$15,648 per FTE among Ontario universities that we rate. The debt burden and its funding are unique among Ontario universities because the amortizing Debentures, issued when the University was established, are largely serviced by restricted debt-servicing grants from the Province. Effectively, only one-fifth of Ontario Tech's debenture debt is serviced with general operations (e.g., unrestricted operating grants and tuition fees).

## **Operating Performance**

### **2024–25 Results**

For the fifth consecutive year, Ontario Tech reported a consolidated surplus of \$7.2 million in 2024–25 compared with \$6.4 million in 2023–24.

Total revenue increased 6.6% in 2024–25, mainly driven by total FTE growth of 7.8% as well as an increase in government operating grants, mainly because of a one-time grant funding increase. Tuition revenue increased by 12.1% as a result of growth in both domestic and international student enrolment. International students represented approximately 10.5% of total headcount in the 2024–25 academic year. Domestic enrolment increased 7.5% over the prior year mainly because of strong undergraduate enrolment.

Total expenses increased 6.5% from the prior year because of higher costs for supplies and expenses, salaries and benefits, and student financial assistance. Interest expense as a proportion of total expenses continued to decline, reaching 4.2% in 2025 compared with 6.5% in 2021. This was mainly due to the declining debt balance owing to the amortizing debt portion, which represents the majority of Ontario Tech's total debt.

While still weaker than many Ontario universities, Ontario Tech's net asset position continues to improve through its efforts to strengthen the balance sheet. As at March 31, 2025, net assets were \$136 million, a 7.4% improvement from the previous year.

### **2025–26 Budget and Interim Forecast**

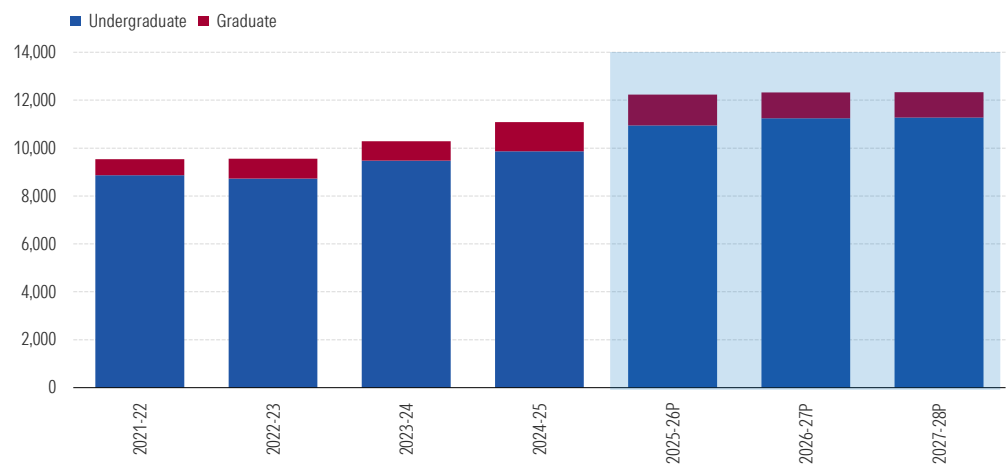
The University uses an incremental budget model and prepares its budget on a modified cash basis. The budget's scope differs somewhat from that of the audited financial statements, but variances between bottom-line results are clearly identified.

Based on the most recent financial update, for the six months ended September 30, 2025, Ontario Tech's forecast is trending toward the original budgeted surplus of \$3.0 million for 2025–26. The University anticipates revenue to be higher than budgeted because of higher tuition revenue and a one-time grant.

At the same time, operating and capital expenses are forecast to be higher than budget mainly due to higher need for student support and capital investment and expenses related to Bill 124, after the bill was repealed in February 2024.

Total enrolment exceeded the target, with higher-than-expected enrolment of both domestic and international FTE students. Enrolment growth has been driven by above-target education enrolment as the Ministry of Colleges, Universities, Research Excellence and Security agreed to fund more spaces, along with increases in STEM program enrolment. The University continues to gain market share, with confirmations for the 2025–26 academic year up 9.3% over the previous year, exceeding the provincial average.

**Exhibit 1** Enrolment (FTE Students)



P = Projected

Sources: Ontario Tech and Morningstar DBRS.

### Operating Outlook

The University's strategy, as outlined in its 2023–28 Integrated Academic-Research Plan, identifies four areas of focus: creating a sticky campus, learning re-imagined, tech with a conscience, and partnerships. To this end, Ontario Tech will provide increased support to all stakeholders (students, staff, industry partners, etc.) to create a cohesive education framework that is focused on research and innovation; adaptability to an evolving operating environment; equity and inclusion in learning, teaching, and research; and an ongoing emphasis on technological/digital integration. Some specific initiatives include faculty additions, international student recruitment initiatives, financial aid/scholarships to students, and IT upgrades and facilities revitalization.

The ongoing freeze on domestic tuition fee increases and intense competition for domestic students could pressure the outlook for domestic enrolment in the coming years. However, Ontario Tech continues to demonstrate favourable domestic enrolment growth compared with the budget. While the recent international study permit cap may create some added pressure on international enrolments, the

University has a modest proportion of international students, with a target of approximately 15% of total enrolment.

Ontario Tech's academic profile has improved over the past decade but has limited visibility outside the GTA. The University rebranded itself as Ontario Tech University in 2019 and started to make changes to the campus to improve its attractiveness as a destination for students. The University continues to explore addition of new facilities, more student- and community-oriented spaces, and improved food services. The University's reputation as a research university continues to improve, with Ontario Tech ranking among top universities in Canada, despite a relatively limited track record compared with more established university peers.

### **Capital**

Capital investment was \$23.3 million in F2025 compared with \$11.5 million in the prior year. This increase is mainly due to the acquisition of a 50% interest in multiple administrative buildings, collectively known as Campus Corners, for \$13.5 million.

Ontario Tech does not contemplate any major capital projects over the near to medium term, but it will continue to expand its presence in downtown Oshawa as it moves from leased space to University-owned properties, reimagines use of space to accommodate anticipated enrolment growth in future years, and creates a broader proportion of programs that are delivered virtually. Ontario Tech will seek to consolidate leased spaces in downtown Oshawa to develop a dedicated academic hub.

The University anticipates that it will use operating reserves, donations, and grants if further capital opportunities arise. Over the longer term, however, financial sustainability and rebuilding of reserves remains a key priority for the leadership team.

Ontario Tech's deferred maintenance needs are limited because most buildings were built in the 2000s. As at F2025, the University estimated deferred maintenance of \$2.0 million and an overall facilities condition index of 0.022, which is considered very manageable. In December 2024, the University estimated that more than 80% of the building infrastructure was in great condition. Currently, the University is developing a longer-term deferred maintenance and space management plan and will look to set aside nearly \$4.0 million annually in the form of deferred maintenance reserves and capital reserves.

### **Debt and Liquidity**

Ontario Tech's total adjusted debt was \$173.5 million as at YE2025, down from \$182.2 million for the prior fiscal year. On a per-student basis, this equates to roughly \$15,648 per FTE student and is among the highest across the universities that we rate. The University's debt comprises \$120.7 million in amortizing Debentures, \$26.3 million in capital leases, a \$21.1 million unsecured loan, and \$5.2 million in other long-term debt, which includes a reclassification from capital leases to other long-term debt relating to the lease termination and purchase of 55 Bond Street in F2023.

We acknowledge that the unique circumstances surrounding the debt reflect a policy decision that the Province made at the time of establishing the University. While the legal obligation rests with the University and provincial grants flow through Ontario Tech, the Province is effectively servicing more than 80% of the Debentures. The Province provides Ontario Tech a flat \$13.5 million annual restricted grant that covers more than 80% of the annual \$16.5 million requirement for principal and interest. Excluding this debt would yield a debt burden of \$74.7 million, or \$6,736 per FTE student, which is lower than the average of all Ontario universities that we rate.

The Province has provided Ontario Tech with assurances that the restricted grant will continue until the Debentures are fully repaid in 2034, although the payments are subject to conditions and require annual legislative approval on the Province's end. Nevertheless, we are confident that the Province will continue to provide the grants until the debt is retired because of the importance of postsecondary education to the provincial government, the political consequences resulting from the failure of a publicly funded and regionally important university, and the grant's relatively small size in Ontario's broader financial context. While not an immediate concern, a material reduction in the grant would challenge the University's finances and put downward pressure on the credit profile.

Debt-servicing costs remain manageable at 4.2% of total expenses. Interest coverage increased modestly to 2.8 times (x) compared with 2.6x in the prior year.

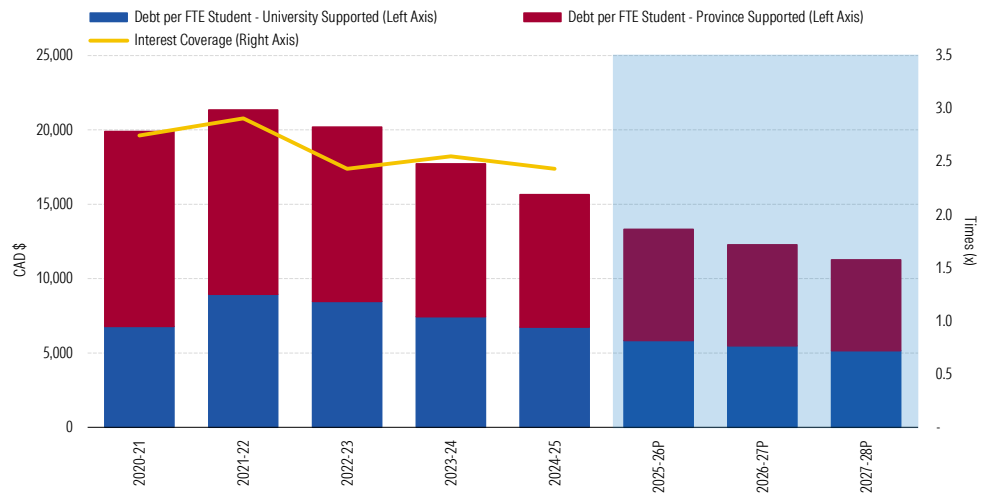
The University's balance sheet has improved significantly over the last 10 years, supported by the ongoing effort to improve operating results, accumulation of reserves, and financial management practices. Debt declined steadily over much of the past decade. Nevertheless, and consistent with the credit ratings, the University's balance sheet exhibits less flexibility relative to many other universities that we rate.

Expendable resources comprise a subset of net assets, including unrestricted net assets, most internally restricted net assets, and internally restricted endowments. We assess Ontario Tech's expendable resources to be \$42.1 million, or 24.2% of total debt outstanding, at March 31, 2025. The University expects to use existing reserves to fund potential capital opportunities through medium term. Over the longer term, the University anticipates expendable resources to be supported by positive operating results, as it sets aside capital reserves with an annual target of 2.0% of the operating budget for future projects and prioritizes financial sustainability.

The University maintains a \$17.0 million operating bank line with a major Canadian bank that was undrawn as of March 31, 2025.

Unlike most universities that we rate, Ontario Tech does not have a defined benefit pension plan, which alleviates longer-term funding risks. Thus, the University does not report any long-term obligations associated with employee future benefits.

**Exhibit 2 Debt per FTE Student and Interest Coverage (x)**



Sources: Ontario Tech and Morningstar DBRS.

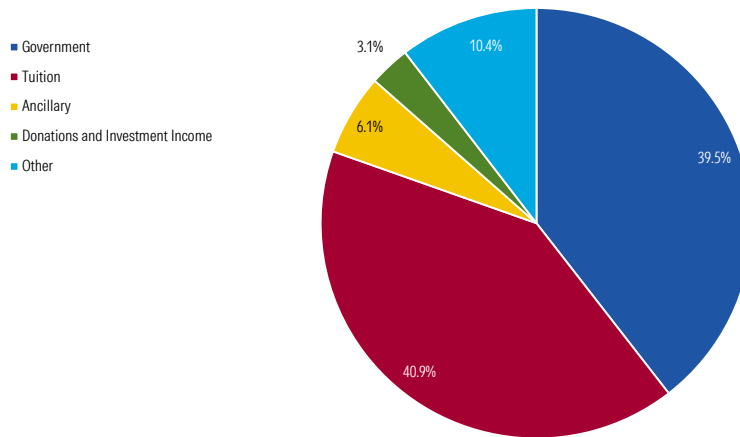
**Outlook**

We project the debt per FTE student to decline to approximately \$13,311 in 2025-26, largely as a result of an improved enrolment outlook and declining debt. We expect the debt per FTE student to gradually decline over the medium term as existing debt amortizes and enrolment continues to grow.

**University Funding in Ontario**

Ontario universities generally have three major revenue sources for their core teaching and research activities: (1) government grants, (2) tuition fees, and (3) donations and investment income. For Ontario Tech, these accounted for 83.5% of total revenue in 2024-25.

Provincial government funding remains one of the primary sources of revenue for universities across the country, although its relative importance remains under pressure because of strained finances and competing priorities in most provinces.

**Exhibit 3** Total Revenue Breakdown (2024–25)

Sources: Ontario Tech and Morningstar DBRS.

### **Government Funding (Provincial and Federal; 39.5%)**

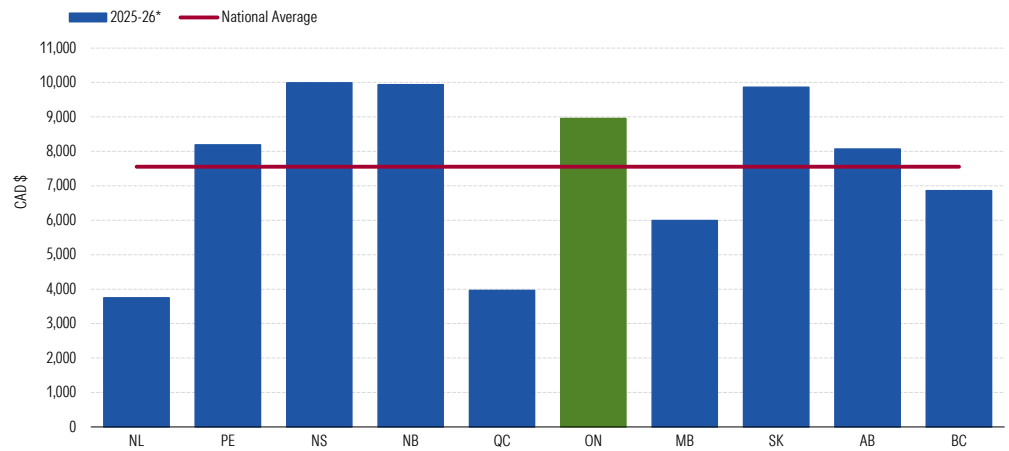
Government funding includes operating grants, research grants, capital grants, and contracts. Operating grants are the most important and stable revenue source and are derived through strategic mandate agreements between a university and the Province, establishing performance-based funding targets over a specified time period. The Province activated systemwide funding-based performance targets, beginning at a proportion of 10% in 2023–24 and increasing to 25% in 2024–25. The federal government typically provides 65% to 75% of all public research funding, whereas the Province provides the bulk of capital funding.

### **Tuition (40.9%)**

On February 27, 2024, the Province announced that it would maintain a general tuition freeze (unchanged from 2019–20 levels) for domestic students in 2026–27. Fees for out-of-province domestic students will be allowed to increase by 5.0%. We note that the Province has provided some modest flexibility through the tuition anomaly program under which universities are allowed to increase tuition rates by up to 7.5% for three programs below the sector's median rates.

International student fees are not regulated by the Province and are therefore generally set to recover the full cost of international student enrolment and may also provide some revenue to offset declines resulting from the current domestic tuition freeze.

**Exhibit 4** 2025–26 Average Canadian Undergraduate Tuition Fees



\*Data for 2025–26 is preliminary as of October 3, 2025.  
Sources: Statistics Canada and Morningstar DBRS.

**Donations and Investment Income (3.1%)**

Unrestricted donations and investment income, recognized on the statement of operations, represent a modest portion of the University’s total revenue. As a relatively new university with a small alumni base, fundraising efforts have been modest. Ontario Tech focuses on the local community and companies in the region that have a stake in the University. The University has a 10-year, \$250-million fundraising campaign underway. As of September 2025, the University raised \$76.0 million in pledges and donations.

Ontario Tech’s endowment has risen steadily over the years and amounted to \$29.2 million, or \$2,640 per FTE student as of March 31, 2025. This is relatively low in comparison with other universities that we rate.

**Environmental, Social, and Governance (ESG) Credit Considerations****Environmental**

There were no environmental factors that had a relevant or significant effect on the credit analysis. Ontario Tech has targets to reduce its greenhouse gas emissions by 30% by 2030 from its 2022 levels and achieve net zero emissions by 2050. Moreover, the University's campus and operations include several sustainability-related considerations, including one of Canada's largest geothermal heating and cooling systems. Ontario Tech also has several ongoing commitments to research and adoption of technical advancements that concurrently support Ontario's and Canada's emission reduction targets.

**Social**

There were no social factors that had a relevant or significant effect on the credit analysis. Public universities operate under a social responsibility to provide quality education to student communities while maintaining synergistic relationships with employee groups and the broader community. The University has a strong academic profile and healthy student demand for its programs.

**Governance**

There were no governance factors that had a relevant or significant effect on the credit analysis. The University's bicameral governance structure ensures decentralized decision-making, with each body playing a complementary role, thereby averting concentration of authority. Universities are subject to periodic audits and extensive oversight, which increases accountability for their outcomes to the Province. The strong governance frameworks at Ontario Tech and other Canadian universities, in addition to provincial oversight, mitigate governance risks.

ESG Factor	ESG Credit Consideration Applicable to the Credit Analysis: Y/N	Extent of the Effect on the ESG Factor on the Credit Analysis: Relevant (R) or Significant (S)*		
<b>Environmental</b>		<b>Overall:</b>	<b>N</b>	<b>N</b>
<b>Emissions, Effluents, and Waste</b>	Do we consider that the costs or risks for the issuer or its clients result, or could result, in changes to an issuer's financial, operational, and/or reputational standing?	<b>N</b>	<b>N</b>	<b>N</b>
<b>Carbon and GHG Costs</b>	Does the issuer face increased regulatory pressure relating to the carbon impact of its or its clients' operations resulting in additional costs and/or will such costs increase over time affecting the long-term credit profile?	<b>N</b>	<b>N</b>	<b>N</b>
<b>Resource and Energy Management</b>	Does the scarcity of sourcing key resources hinder the production or operations of the issuer, resulting in lower productivity and therefore revenues?	<b>N</b>	<b>N</b>	<b>N</b>
<b>Land Impact and Biodiversity</b>	Is there a financial risk to the issuer due to the loss of biodiversity and/or the mitigation of such loss, including land conversion and rehabilitation?	<b>N</b>	<b>N</b>	<b>N</b>
<b>Climate and Weather Risks</b>	In the near term, will climate change and adverse weather events potentially disrupt issuer or client operations, causing a negative financial impact?	<b>N</b>	<b>N</b>	<b>N</b>
	In the long term, will the issuer's or client's business activities and infrastructure be materially affected financially by physical and/or transition risks under key IPCC climate scenarios?	<b>N</b>	<b>N</b>	<b>N</b>
		<b>Climate and Weather Risks</b>	<b>N</b>	<b>N</b>
<b>Passed-through Environmental credit considerations</b>	Does this rating depend to a large extent on the creditworthiness of another rated issuer which is impacted by environmental factors (see respective ESG checklist for such issuer)?	<b>N</b>	<b>N</b>	<b>N</b>
<b>Social</b>		<b>Overall:</b>	<b>N</b>	<b>N</b>
<b>Social Impact of Products and Services</b>	Do we consider that the social impact of the issuer's products and services pose a financial or regulatory risk to the issuer?	<b>N</b>	<b>N</b>	<b>N</b>
	Do changes in consumer behaviour or secular social trends pose a financial or regulatory risk to the issuer?	<b>N</b>	<b>N</b>	<b>N</b>
		<b>Social Impact of Products and Services</b>	<b>N</b>	<b>N</b>
<b>Human Capital and Human Rights</b>	Is the issuer exposed to staffing risks, such as the scarcity of skilled labour, uncompetitive wages, or frequent labour relations conflicts, that could result in a material financial or operational impact?	<b>N</b>	<b>N</b>	<b>N</b>
	Do violations of rights create a potential liability that can negatively affect the issuer's financial wellbeing or reputation?	<b>N</b>	<b>N</b>	<b>N</b>
		<b>Human Capital and Human Rights</b>	<b>N</b>	<b>N</b>
<b>Product Governance</b>	Does failure in delivering quality products and services cause damage to customers and expose the issuer to financial and legal liability?	<b>N</b>	<b>N</b>	<b>N</b>
<b>Data Privacy and Security</b>	Has misuse or negligence in maintaining private client or stakeholder data resulted, or could it result, in financial penalties or client attrition to the issuer?	<b>N</b>	<b>N</b>	<b>N</b>
<b>Occupational Health and Safety</b>	Would the failure to address workplace hazards have a negative financial impact on the issuer?	<b>N</b>	<b>N</b>	<b>N</b>
<b>Community Relations</b>	Does engagement, or lack of engagement, with local communities pose a financial or reputational risk to the issuer?	<b>N</b>	<b>N</b>	<b>N</b>
<b>Access to Basic Services</b>	Does a failure to provide or protect with respect to essential products or services have the potential to result in any significant negative financial impact on the issuer?	<b>N</b>	<b>N</b>	<b>N</b>
<b>Passed-through Social credit considerations</b>	Does this rating depend to a large extent on the creditworthiness of another rated issuer which is impacted by social factors (see respective ESG checklist for such issuer)?	<b>N</b>	<b>N</b>	<b>N</b>
<b>Governance</b>		<b>Overall:</b>	<b>N</b>	<b>N</b>
<b>Bribery, Corruption, and Political Risks</b>	Do alleged or actual illicit payments pose a financial or reputational risk to the issuer?	<b>N</b>	<b>N</b>	<b>N</b>
	Are there any political risks that could affect the issuer's financial position or its reputation?	<b>N</b>	<b>N</b>	<b>N</b>
		<b>Bribery, Corruption, and Political Risks</b>	<b>N</b>	<b>N</b>
<b>Business Ethics</b>	Do general professional ethics pose a financial or reputational risk to the issuer?	<b>N</b>	<b>N</b>	<b>N</b>
<b>Corporate / Transaction Governance</b>	Does the issuer's corporate structure allow for appropriate board and audit independence?	<b>N</b>	<b>N</b>	<b>N</b>
	Have there been significant governance failures that could negatively affect the issuer's financial wellbeing or reputation?	<b>N</b>	<b>N</b>	<b>N</b>
	Does the board and/or management lack a formal framework to assess climate related financial risks to the issuer?	<b>N</b>	<b>N</b>	<b>N</b>
		<b>Corporate / Transaction Governance</b>	<b>N</b>	<b>N</b>
<b>Passed-through Governance credit considerations</b>	Does this rating depend to a large extent on the creditworthiness of another rated issuer which is impacted by governance factors (see respective ESG checklist for such issuer)?	<b>N</b>	<b>N</b>	<b>N</b>
<b>Consolidated ESG Criteria Output:</b>		<b>N</b>	<b>N</b>	<b>N</b>

\* A Relevant Effect means that the impact of the applicable ESG Factors has not changed the rating or rating trend on the issuer.  
A Significant Effect means that the impact of the applicable ESG Factors has changed the rating or trend on the issuer.

**Statement of Operations (Adjusted)**

(CAD Thousands)	For the Year Ended March 31				
	2025	2024	2023	2022	2021
<b>Revenue</b>					
Student Tuition Fees	112,740	100,541	90,699	87,109	79,533
Other Student Fees	16,801	16,098	13,001	11,971	11,742
Government Operating Grants	71,746	64,553	65,817	70,671	67,221
Research Grants	14,966	17,305	15,535	15,017	12,638
Debenture Grant	13,500	13,500	13,500	13,500	13,500
Unrestricted Donations	3,765	3,502	3,739	1,591	2,809
Interest Income	4,693	4,909	3,176	1,130	1,132
Amortization of Deferred Capital Contributions	8,653	8,235	8,252	9,131	9,612
Ancillary Operations Managed by Durham College	1,557	1,449	1,465	679	231
Other Revenue	27,150	28,369	18,581	14,254	15,481
<b>Total Revenue</b>	<b>275,571</b>	<b>258,462</b>	<b>233,766</b>	<b>225,053</b>	<b>213,899</b>
<b>Expenses</b>					
Salaries and Benefits	155,205	144,012	129,031	121,527	113,243
Student Aid, Financial Assistance, and Awards	17,239	15,675	15,040	14,296	12,720
Supplies and Expenses	41,133	40,885	34,436	26,814	23,281
Amortization of Capital Assets	23,340	22,561	22,030	23,000	23,090
Interest Expense	11,263	12,192	12,972	13,033	12,930
Other Expenses	20,143	16,691	17,648	13,978	13,491
<b>Total Expenses</b>	<b>268,323</b>	<b>252,018</b>	<b>231,158</b>	<b>212,647</b>	<b>198,755</b>
<b>Operating Surplus (Deficit), as Reported</b>	<b>7,248</b>	<b>6,444</b>	<b>2,607</b>	<b>12,405</b>	<b>15,144</b>
<b>Capital Expenditures</b>	<b>23,356</b>	<b>11,597</b>	<b>12,707</b>	<b>20,885</b>	<b>29,800</b>

**Statement of Financial Position (Adjusted)**

(CAD Thousands)	As at March 31				
	2025	2024	2023	2022	2021
<b>Assets</b>					
Cash and Short-Term Investments	75,330	82,502	79,176	86,443	53,127
Receivables	18,514	19,735	17,907	14,719	18,002
Inventories and Prepaid Expenses	2,618	2,655	2,719	2,165	2,182
Long-Term Investments	52,612	36,443	33,435	33,523	31,947
Capital Assets	391,991	387,177	398,222	403,864	405,979
Other Assets	2,520	926	2,941	1,719	1,810
<b>Total Assets</b>	<b>543,585</b>	<b>529,437</b>	<b>534,401</b>	<b>542,433</b>	<b>513,047</b>
<b>Liabilities and Net Assets</b>					
<b>Liabilities</b>					
Payables and Accrued Liabilities	43,806	34,363	30,577	30,488	32,995
Deferred Revenue	36,439	32,800	35,326	32,174	28,244
Long-Term Debt	147,189	155,407	165,727	168,279	151,845
Capital Lease Obligations	26,336	26,841	27,276	35,261	36,174
Deferred Capital Contributions	153,757	153,400	156,392	160,591	161,008
<b>Total Liabilities</b>	<b>407,527</b>	<b>402,811</b>	<b>415,297</b>	<b>426,793</b>	<b>410,266</b>
<b>Net Assets</b>					
Unrestricted Net Assets	14,017	23,236	24,924	21,776	1,230
Internally Restricted Net Assets	28,061	24,839	19,419	29,215	20,127
Equity in Capital assets	64,709	51,528	48,828	39,733	57,074
Endowment-Externally Restricted	29,271	27,022	25,932	24,916	24,350
Total Net Assets	136,058	126,625	119,103	115,640	102,781
<b>Total Liabilities and Net Assets</b>	<b>543,585</b>	<b>529,437</b>	<b>534,401</b>	<b>542,433</b>	<b>513,047</b>
<b>Contingencies and Commitments</b>					
Operating Lease Obligations	28,213	3,477	4,663	6,744	8,473

**Calculation of Free Cash Flow (Adjusted)**

(CAD Thousands)	For the Year Ended March 31				
	2025	2024	2023	2022	2021
Operating Balance as Reported	7,248	6,444	2,587	12,405	15,144
Amortization	23,340	22,561	22,030	23,000	23,090
Other Noncash Adjustments	(10,500)	(9,403)	(4,870)	(9,430)	(15,637)
<b>Cash Flow From Operations</b>	<b>20,088</b>	<b>19,602</b>	<b>19,748</b>	<b>25,975</b>	<b>22,597</b>
Change in Working Capital	14,340	(504)	(549)	4,723	11,398
<b>Operating Cash Flow After Working Capital</b>	<b>34,428</b>	<b>19,098</b>	<b>19,198</b>	<b>30,698</b>	<b>33,995</b>
Net Capital Expenditures <sup>1</sup>	(19,146)	(6,355)	(8,654)	(12,172)	(22,336)
<b>Free Cash Flow</b>	<b>15,282</b>	<b>12,048</b>	<b>9,381</b>	<b>17,409</b>	<b>11,660</b>
Financing Activities	(8,136)	(8,980)	(7,896)	17,092	(6,788)
Investing Activities (Excluding Capex)	(14,318)	17,257	(8,535)	(18,402)	5,916
<b>Increase (Decrease) in Cash</b>	<b>(7,172)</b>	<b>20,325</b>	<b>(7,050)</b>	<b>16,098</b>	<b>10,787</b>
Cash & Cash Equivalents, Beginning	82,501	62,176	69,225	53,127	42,340
<b>Cash &amp; Cash Equivalents, End</b>	<b>75,329</b>	<b>82,501</b>	<b>62,176</b>	<b>69,225</b>	<b>53,127</b>

1. Gross capital expenditures (capex) less restricted/deferred contributions for capital purposes received during the year.

**Summary Statistics (Adjusted)**

	For the Year Ended March 31				
	2025	2024	2023	2022	2021
<b>Total Students (FTE Students)</b>	<b>11,089</b>	<b>10,286</b>	<b>9,556</b>	<b>9,537</b>	<b>9,449</b>
Undergraduate (%)	91%	92	91	93	93
Graduate (%)	9%	8	9	7	7
Annual Change (%)	7.8%	7.6	0.2	0.9	5.4
<b>Enrolment (Head Count)</b>	<b>12,451</b>	<b>11,678</b>	<b>11,054</b>	<b>10,969</b>	<b>10,674</b>
Domestic (%)	89%	89	89	90	93
International (%)	11%	11	11	10	7
<b>Operating Results</b>					
Surplus (Deficit; CAD Thousands)	7.2	6.4	2.6	12.4	15.1
- As % of Revenue	2.6%	2.5	1.1	5.5	7.1
- As % of Revenue (Five-Year Rolling Average)	3.8%	3.0	3.1	4.4	4.5
<b>Revenue Mix</b>					
Government Funding (Federal and Provincial; %)	39.5%	40.1	44.1	48.1	48.1
Student Fees (%)	40.9%	38.9	38.8	38.7	37.2
Ancillary (%)	6.1%	6.8	6.2	5.6	5.6
Donations and Investment Income (%)	3.1%	3.3	3.0	1.2	4.2
Other (%)	10.4%	11.0	7.9	6.3	4.9
<b>Debt and Liquidity</b>					
Total Long-Term Debt (CAD Millions)	173.5	182.2	193.0	203.5	188.0
- Per FTE Student (CAD)	15,648	17,718	20,197	21,342	19,898
Interest Costs as Share of Total Expense (%)	4.2%	4.8	5.6	6.1	6.5
Interest Coverage Ratio (x)	2.8	2.6	2.5	3.0	2.6
Expendable Resources (CAD Millions)	42.1	48.1	44.3	51.0	21.4
As a Share of Long-Term Debt (%)	24.2%	26.4	23.0	25.1	11.4
<b>Endowments (Market Value)</b>					
Total Market Value (CAD Millions)	29.3	27.0	25.9	24.9	24.4
Per FTE Student (CAD)	2,640	2,627	2,714	2,613	2,577
Annual Change (%)	8.3	4.2	4.1	2.3	3.5

### Credit Rating History

Issuer	Debt	Current	2024	2023	2022	2021	2020
University of Ontario Institute of Technology	Issuer Rating	A	A	A	A (low)	A (low)	A (low)
University of Ontario Institute of Technology	Series A Senior Unsecured Debentures	A	A	A	A (low)	A (low)	A (low)

### Related Research

- [Canadian Universities Struggle to Balance the Books Amid Constrained Funding and Sluggish International Enrolments](#), October 6, 2025.
- [Morningstar DBRS Criteria: Approach to Environmental, Social, and Governance Factors in Credit Ratings](#), May 16, 2025.
- [Rating Public Universities](#), May 5, 2025.
- [Ontario Universities: Rising Domestic Applications Provide Little Relief to Universities Facing Financial Challenges](#), January 29, 2025.
- [Falling International Enrolment Exacerbates Financial Challenges for Canadian Universities](#), September 26, 2024.
- [Canadian Universities: Allocating the Caps \(and Gowns\) for International Students](#), April 29, 2024.
- [Ontario Announces Stop-Gap Measures to Support Struggling Universities](#), February 27, 2024.
- [Study Permit Cap May Exacerbate Challenges for Some Ontario Universities](#), January 24, 2024.

### Previous Report

- [University of Ontario Institute of Technology: Rating Report](#), December 13, 2024.

#### Notes:

All figures are in Canadian dollars unless otherwise noted.

For the definition of Issuer Rating, please refer to Rating Definitions under Rating Policy on <https://dbrs.morningstar.com>.

Generally, Issuer Ratings apply to all senior unsecured obligations of an applicable issuer, except when an issuer has a significant or unique level of secured debt.

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We rate more than 4,000 issuers and nearly 60,000 securities worldwide, providing independent credit ratings for financial institutions, corporate and sovereign entities, and structured finance products and instruments. Market innovators choose to work with us because of our agility, transparency, and tech-forward approach.

Morningstar DBRS is empowering investor success as the go-to source for independent credit ratings. And we are bringing transparency, responsiveness, and leading-edge technology to the industry.

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## BOARD REPORT

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**SESSION:**

Public   
 Non-Public   
 Consent

**ACTION REQUESTED:**

Decision   
 Discussion   
 Information

**TO:** Board of Governors

**MEETING DATE:** March 5, 2026

**PRESENTED BY:** Gaurav Singh, Governance, Nominations & Human Resources Committee (GNHR) Chair

**FROM:** Nicola Crow, University Secretary

**SUBJECT:** Agenda Item #10.8: 2026 Elections: Key Dates and Process

---

**EXECUTIVE SUMMARY:**

- At its February 3, 2026 Meeting, GNHR as part of its oversight of recruitment, selection and election of new governors, approved the 2026 Board Election Dates and Process.
- This information is now shared with the Board as information.
- University elections occur annually with GNHR approving key dates and the process for elected Governor elections.
- Board elections run concurrently with the elections for Academic Council and its Committees.

**KEY CONSIDERATIONS:**

- A timeline and process for the 2026 election was approved by GNHR as per below.
- A list of elected position(s) to be filled by the 2026 election is also presented for information.

**Key Dates and Process for 2026 Elections**

Key Dates	Process
February 9, 2026	Nominations Open
March 6, 2026	Nominations Close
March 9-11, 2026	Review Nomination Eligibility
March 13, 2026	Mandatory Student Candidate Information Meetings (if required)
March 16-25, 2026	Campaign Period (if required)
March 25-27, 2026	Online voting (if required)
May 28, 2026	Results to GNHR for recommendation to Board

	*Note: if any seat is acclaimed the result(s) may instead be presented to GNHR on March 26, 2026
June 25, 2026	Board of Governors approves GNHR recommendations *Note: this will take place on May 7, 2026 if all seats acclaimed
June 25, 2026	Election Process Ends

### **Open Elected Positions as of August 31, 2026**

- As of August 31, 2026 the following positions will be vacant; it is expected that they will be filled for a September 1, 2026 appointment via the election:
  - 1 from the full-time Teaching Staff of the University
    - Current Governor, Dr. Hannah Scott, can run for re-election should they choose to run again and meet the eligibility requirements
  - 1 from the Students
    - Current Governor, Alveena Shrestha, can run for re-election should they choose to run again and meet the eligibility requirements

### **NEXT STEPS:**

- Further to GNHR's approval, the University Secretariat has commenced the election process and will provide updates in accordance with the above timelines.

## BOARD REPORT

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**SESSION:**

Public   
Non-Public   
Consent

**ACTION REQUESTED:**

Decision   
Discussion   
Information

**TO:** Board of Governors

**MEETING DATE:** March 5, 2026

**PRESENTED BY:** Gaurav Singh, Governance, Nominations & Human Resources Committee (GNHR) Chair

**FROM:** Nicola Crow, University Secretary

**SUBJECT:** Agenda Item #10.9: 2025-2026 Board/Committee Practices Assessment

---

**EXECUTIVE SUMMARY:**

- At its February 3, 2026 Meeting, GNHR reviewed the Annual Board/Committee Practices Assessment as part of its oversight in this regard.
- This Report is now being shared with the Board for information.
- The Assessment helps fulfill the Board's commitment to good governance practices and continuous improvement with its results informing the development of Board/Committee workplans and the Board's Professional Development Plan.
- Board participation is integral to the successful outcomes of the Assessment.
- GNHR will receive a summary of the results at its May 28, 2026 Meeting.

**KEY CONSIDERATIONS:**

- The Assessment will be administered via the new Board Portal with a view to increasing Board participation and more effective result collation than before.
- The plan is to administer the Assessment earlier than prior years to allow more time to assess the results ahead of reporting to GNHR. Target timeline is April.
- No changes are proposed to the Assessment so that comparative year to year date is accurately collated.

**NEXT STEPS:**

- April, 2026: Board/Committee Practices Assessment distributed to the Board
- May 28, 2026: GNHR will receive the assessment results summary for review
- June 25, 2026: GNHR reports to the Board on the assessment results summary

**ATTACHMENTS:**

- 2025-2026 Board/Committee Practices Assessment.



**BOARD OF GOVERNORS**  
**2025-2026 Board/Committee Practices Assessment**

This Board/Committee Practices Assessment Questionnaire is designed to assist the Board to evaluate its own effectiveness. The questions provide an opportunity for Governors to indicate whether the structure and conduct of meetings, and the information and support received enable them to participate effectively in the governance of the University. Understanding this information will provide key information for improving Board processes.

The questionnaire is a mix of multiple-choice and short-answer questions based on the following categories:

- Board Effectiveness
- Structure of the Board
- Board Meetings
- Individual Board Involvement

In each category, we ask you to indicate your agreement with a series of statements based on the following scale:

- 1 – Strongly Agree
- 2 – Agree
- 3 – Neither Agree nor Disagree
- 4 – Disagree
- 5 – Strongly Disagree
- 6 – No response (if you feel you cannot comment on a statement).

The responses you submit will be seen only by the University Secretariat and will be held in strict confidence. The Secretariat will collate the responses and the results will be presented to the Board without attribution for information and discussion.

Please complete the assessment as soon as possible and no later than **xxxxx** in order to allow time for the results to be compiled and presented to the Governance, Nominations & Human Resources Committee at their meeting on **xxxxx**.

---

## Board Effectiveness

In this section of the assessment, please indicate your level of agreement with each statement.

1. The Board as a whole has a clear understanding of the University's mission.
2. The Board as a whole has a clear understanding of the University's strategic plan – the Integrated Academic-Research Plan.
3. The University's strategic goals are central to the deliberations and decision-making of the Board.

4. The Board is provided with adequate information at meetings for effective decision-making.
5. The Board is provided with adequate resources prior to meetings for effective decision-making.
6. The Board effectively engages and consults with Academic Council.
7. The Board understands the distinction between its responsibilities and the responsibilities of management.
8. The Board has the opportunity to discuss matters of critical importance before strategic decisions are made.
9. The Board has the opportunity to ask questions of critical importance before strategic decisions are made.
10. The Board understands the major challenges facing the University.
11. The Board understands the strategic opportunities being pursued by the University.
12. The Board schedules sufficient time to discuss strategic issues.

In this section, please provide a short-answer response to the following:

13. In my view, the Board's most significant achievement in the past year was:
14. In my view, the most important thing the Board could do to improve its effectiveness is:

### Structure of the Board

In this section of the assessment, please indicate your level of agreement.

1. The Board has an effective committee structure.
2. The Board makes good use of its committees.
3. The level of delegation of authority to the Board Committees is appropriate.
4. Board Committees act appropriately within the delegation of authority (i.e. routine matters are resolved and significant matters are properly recommended to the Board).
5. Work done at the committee level can be relied on when considering items brought forward to the Board for review and approval.
6. The Board has an effective orientation program for newly elected Board members.
7. The succession planning and renewal of governors on the Board is being effectively managed.

### Board meetings

In this section of the assessment, please indicate your level of agreement with each of the following statements.

1. Board meetings are strategic.
2. Discussions are informative.
3. Discussions are productive.
4. Discussions are respectful.
5. The meeting documentation provides adequate information for preparation prior to a meeting.
6. Management is prepared for Board meetings.
7. Governors are prepared for Board meetings.

8. The agenda is well-planned so that the Board is able to get through all necessary business.
9. Board members are well apprised of issues prior to making a decision.
10. The Chair of the Board effectively encourages strategic discussion in the Boardroom.
11. The Chair of the Board provides effective leadership.
12. The Chair of the Committee on which I serve effectively encourages strategic discussion at Committee.
13. The Chair of the Committee on which I serve provides effective leadership.

## Individual Board Involvement

In this section of the assessment, please indicate your level of agreement with each of the following statements.

1. My abilities fit well with the strategic demands facing the University.
2. My abilities are being used effectively in my role(s) on the Board.
3. My abilities are being used effectively in my role(s) on the Board's committees.
4. My time is well-utilized at Board and committee meetings.
5. I read the minutes, reports and other materials in advance of Board and Committee meetings.
6. I am familiar with the University's Act, By-Laws and governing policies.
7. When I have a different opinion from the majority, I am comfortable voicing it.
8. I support Board decisions once they are made even if I do not agree with them.
9. I am able to contribute effectively to the Board's work.
10. I am able to contribute effectively to the University.
11. Overall my experience as a Board member has been positive.

Please provide a short-answer response to the following:

12. Please provide any feedback or additional comments you may have regarding your contribution to the Board of Governors or the effectiveness, structure, or meetings of the Board.

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## BOARD REPORT

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**SESSION:**

Public   
Non-Public   
Consent

**ACTION REQUESTED:**

Decision   
Discussion   
Information

**TO:** Board of Governors

**MEETING DATE:** March 5, 2026

**PRESENTED BY:** Eric Agius, Strategy & Planning (S&P) Committee Chair

**FROM:** Brad Maclsaac, Vice-President, Administration  
Ade Oyemade, Chief Information Officer  
Dr. Sarah Stokes, Manager Student Learning Support, Teaching and Learning Centre

**SUBJECT:** Agenda Item #10.10: Digital Strategy Update

---

**EXECUTIVE SUMMARY:**

This report was received by S&P at its February 5, 2026 Meeting and provides an update on the University’s digital and technology initiatives and how they continue to enable the 2023-2028 Integrated Academic-Research Plan (IARP). The update highlights progress against approved institutional priorities and outlines how technology investments and supports for staff and students are strengthening operational resilience, enhancing the student and employee experience, and positioning the University for long-term scalability.

During the 2025-2026 fiscal year, the digital strategy progressed from planning and assessment into active implementation and integration. The focus is now on operationalizing foundational work completed in prior years, with priority initiatives including the Enterprise Resource Planning (ERP) transformation, expanded 24/7 Learning Management System (LMS) support, strengthened identity and access management, improved system integrations across the student lifecycle, the responsible implementation of AI-enabled tools to enhance teaching, learning, and administrative decision-making. Collectively, these efforts position Ontario Tech to respond effectively to a rapidly evolving higher education environment while remaining aligned with institutional values and strategic objectives.

**KEY CONSIDERATIONS:**

At S&P’s February 5, 2026 Meeting the Committee also received as part of this update a report on Capacity Building in AI from the Teaching and Learning Centre.

## **ANALYSIS:**

The Digital Strategy directly supports the IARP priority of “Tech with a Conscience” and reinforces the University’s commitments to learner-centered education, operational excellence, ethical technology use, and long-term institutional sustainability. Key initiatives including ERP modernization, digital learning enablement, and implementation of AI tools enable flexible learning models, improve access to services, strengthen decision-making through data, and enhance the overall student and employee experience. The strategy also supports the IARP’s focus on differentiated learning, continuous learning pathways, and scalable teaching and research infrastructure by ensuring that core digital platforms are reliable, secure, and adaptable to future needs.

### ***Digital Strategy Highlights:***

- A. Enterprise Systems and Campus Experience:** The reimagining of physical and virtual campus spaces continues to be closely tied to the modernization of enterprise systems. Over the past year, planning and preparatory work advanced to support system investments required to deliver more seamless, integrated digital services across the institution.

### ***ERP Transformation – Key Update***

The ERP transformation remains the most significant digital initiative underway. Since the last Board update, significant progress has been made in advancing plans to separate Ontario Tech’s Banner instance from Durham College and move toward Banner SaaS. This work addresses long-standing risks associated with shared infrastructure and extensive customizations that have repeatedly been impacted by vendor updates.

For 2025–2026, the focus is on **implementation readiness**, including vendor and stakeholder engagement, governance structures, training planning, and change management. A separate ERP instance will be established by May 2026 to support system configuration, testing, and training activities. The target for institutional cutover to the cloud-based ERP platform is March 2027. The transition is expected to improve operational autonomy, system reliability, data security, and integration capabilities across academic and administrative functions.

Parallel efforts continue to improve system integrations and data flow to support student lifecycle services, including the implementation of an admissions platform to support admissions processing and adjudication. Emphasis is being placed on early alert and retention initiatives, leveraging improved data access and analytics to enable timely intervention and support student success.

### **B. Learning Experience and Digital Enablement**

**24/7 support for the Canvas Learning Management System** has been implemented for both students and faculty, providing continuous access to technical assistance across in-person, online, hybrid, and asynchronous learning environments. This has reduced instructional disruptions, improved response times during critical academic periods, and strengthened continuity of teaching and learning. Looking ahead, the University plans to implement **Canvas Insights**, an analytics capability that will provide visibility into student engagement and course activity, enabling earlier identification of at-risk students and more targeted academic support.

### **C. Digital Platforms and Operational Enablement**

Over the past year, the University completed extensive process mapping and efficiency reviews across academic and administrative units. This work has improved clarity around current-state processes, system dependencies, and data flows, and has directly informed IT investment prioritization. As a result, several manual and duplicative processes have been identified for redesign as part of upcoming system implementations.

Key progress during this period includes the separation of Ontario Tech's email environment from Durham College and the establishment of a standalone Microsoft Outlook and Exchange Online environment. This transition strengthens operational independence, improves reliability and security, and better supports the University's evolving digital needs.

Alongside this work, the University has invested in targeted digital tools to reduce reliance on manual processes and improve workflow efficiency across academic and administrative areas. The focus is on embedding these tools into day-to-day operations, improving system integration, and enabling more consistent service delivery.

**Financial Implications:** Digital strategy initiatives are being advanced within existing approved budgets and previously endorsed multi-year investment plans. Given fiscal constraints, IT investments continue to be prioritized toward mission-critical initiatives that deliver the greatest institutional impact and risk mitigation. In budget 2024-2025 the university forecasted a total expenditure over three years of \$10 million. To date, IT has spent \$3.4M on licenses and contract services and we are forecasting an IT investment of \$4.5M for FY27.

**Risk Assessment:** The ERP transformation mitigates long-standing risks related to system customization, scalability, and dependency on shared infrastructure. Enhanced governance, security investments, and structured change management help reduce operational, reputational, and compliance risks. Conversely, delaying modernization would increase institutional risk, limit agility, and constrain the University's ability to support evolving academic and administrative needs.

#### **Next steps**

Over the coming year, the University will continue advancing the ERP transformation through implementation planning, training preparation, vendor and stakeholder engagement, and change management activities, while further strengthening system integrations that support the student lifecycle, including admissions processing, early alert, and retention initiatives. Efforts will also focus on stabilizing and optimizing newly implemented digital platforms, embedding workflow automation tools into day-to-day operations, and ensuring the long-term effectiveness of the standalone email and collaboration environment. In parallel, the University will expand the use of learning analytics through the planned implementation of Canvas Insights and continue the responsible rollout of AI-enabled tools to support academic and administrative functions. Progress, risks, and emerging priorities will be reported regularly to the Strategy & Planning Committee as part of ongoing digital strategy oversight.

#### **ATTACHMENTS:**

- Digital Strategy PowerPoint
- AI Capacity Building Overview PowerPoint



# Board of Governors Digital Strategy Updates Feb 2026



# OVERVIEW



ITS MANDATE



STRATEGIC OBJECTIVES



PROJECT HIGHLIGHTS



IT 3 YEAR ROADMAP



ERP TRANSFORMATION JOURNEY

**“Our mandate is to...”**



# ONTARIO TECH UNIVERSITY

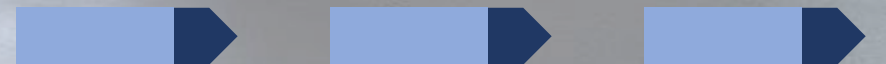
“Be a digital innovation leader and deliver a top-tier technology experience to our community.”

Increase movement to “The Cloud”: where innovation meets efficiency and security.

Create experiential learning opportunities for students and faculty

Improve student success by enhancing the digital experience and access to services

Provide students with the learning tools required to elevate their classroom experience.



# DIGITAL STRATEGY OBJECTIVES 26 - 27

## Transformation Roadmap

To achieve our vision, we will follow our roadmap to see our digital strategy goals come to fruition. Consultation and collaboration is fundamental to effecting change of this magnitude. A concerted focus on the student experience will support student success, enhance the university's reputation, and improve the productivity of our administrative employees.



- Give students fast and accurate answers to their questions by utilizing intelligent bot technology
- Digital experience portal will provide a streamlined student experience
- Improve technology adoption with AI-based technology to increase student engagement within the LMS
- Equip students for success by installing early warning systems



- Enhance group collaboration in classrooms & other convergent environments by utilizing cutting edge technologies
- Give students real-time access to courses on the LMS
- An intelligent learning platform to curate lifelong learners educational pathway to align with their career aspirations.
- 24/7 contextualized support that leverages analytics to facilitate data-driven decisions to enhance student success



- Streamline, automate, and simplify co-op and internship processes for student and employers
- Partner with faculty to develop capstone projects for student yielding both experiential learning and innovation
- Opportunities for students to enhance the university community by contributing to the development of new technology solutions



- Enhance the student experience by leveraging workflow automation to streamline processes
- Reduce the elapsed time for end-to-end processes through re-engineering of business procedures
- Improve efficiency by seamlessly integrating innovative tools with the Banner enterprise resource planning system
- Adapt to the evolving educational technology landscape by embracing cloud services to achieve agility and interoperability

### 2026-2027

#### Q1 - Q4

- Digital Student Platform
- Learning Agent
- Early Alert System

#### Q1 - Q4

- 24/7 LMS Support
- Intelligent Student Learning Platform (ILP)
- Canvas Insights

#### Q1 - Q4

- Experiential Learning
- Intelligent Lifelong learning system solutions

#### Q1 - Q4

- Ellucian SaaS
- Admission CRM
- Ellucian Insights
- Workflow System

# PROJECT HIGHLIGHTS



# HIGHLIGHTS

## Enhance the digital and classroom experience with easy access to information and services



**24/7 LMS SUPPORT** – Round-the-clock LMS support that helps students and instructors quickly resolve issues.



**CARING FOR STUDENT MINDS** - Implemented TELUS Collaborative Health Record (CHR) to support secure management of student health information.



**MODERNIZING THE STUDENT JOURNEY** Ellucian Experience will strengthen digital touchpoints that support students throughout their academic journey.

## Improve efficiency to better support student success and retention



**AUTOMATING ADMINISTRATIVE PROCESS** SoftDocs to automate key workflows, improve processing efficiency, and reduce operational processes.



**CLOUD-POWERED EMAIL** – Seamless migration to Microsoft Exchange Online for enhanced reliability and accessibility.

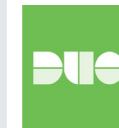


**SUPPORTING STUDENT SUCCESS THROUGH ACADEMIC PLANNING** – Ellucian Degree Works streamlines academic planning and advising, driving higher retention, smoother transfers, and faster paths to graduation.



**AUTOMATION**

## Strengthen our security posture and incident recovery preparedness



**M365 & DUO** - All user groups are now enrolled. Automation is being implemented to simplify future onboarding and strengthen security operations.



**CYBERSECURITY AWARENESS PROGRAM** - Partnered with KnowBe4 to deliver institution wide security awareness training and phishing simulations, strengthening cybersecurity across the Ontario Tech community.



## AI-Driven Transformation



**LEARNING AGENT (PILOT)** - A 24/7 AI tutor that supports students using approved course materials. It helps students learn by prompting questions and reasoning rather than giving direct answers.



**MICROSOFT COPILOT**



**GOOGLE GEMINI**



# IT 3 YEAR ROADMAP

2026

2027

2028

## EFFICIENT & INTEGRATED ADMINISTRATIVE SYSTEMS



BANNER SAAS  
ADMISSIONS CRM  
REPORTING & ANALYTICS (ERP)  
ELECTRONIC DOCUMENT MANAGEMENT (HR & PAYROLL)  
WORKFLOW: EMPLOYEE LIFECYCLE MANAGEMENT

BANNER SAAS  
DIGITAL EXPERIENCE PLATFORM  
REPORTING & ANALYTICS  
• LMS  
• ERP  
WORKFLOW SOLUTION  
• HR,  
• FINANCE  
• STUDENT

FACULTY WORKFORCE MANAGEMENT  
ADVANCEMENT CRM

## PREMIUM SUPPORT SOLUTIONS



CHERWELL UPGRADE  
ITSM SOLUTION TRANSITION

ITSM SOLUTION TRANSITION

ITSM SOLUTION TRANSITION

## ROBUST & RESPONSIVE IT INFRASTRUCTURE WITH STRENGTHENED SECURITY



CLOUD MIGRATION: AD SPLIT  
TEAMS TELEPHONY MIGRATION  
SERVER LIFECYCLE REFRESH  
WIFI LIFECYCLE REFRESH

TEAMS TELEPHONY MIGRATION  
SERVER LIFECYCLE REFRESH  
WIFI LIFECYCLE REFRESH

WIFI LIFECYCLE REFRESH

## AI TECHNOLOGY ADVANCEMENTS



PREDICTIVE AND GENERATIVE AI FOR REPORTS – ELLUCIAN INSIGHTS  
ADVISOR VIRTUAL ASSISTANT 24/7

STUDENT PERSONALIZED LEARNING PLATFORM

ELLUCIAN JOURNEY

# ERP TRANSFORMATION



# ERP TRANSFORMATION UPDATES

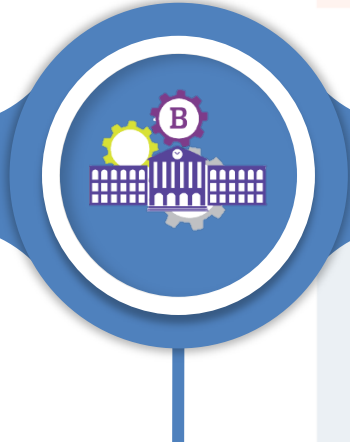
**BUSINESS PROCESS  
FOCUS**

**TECHNOLOGY FOCUS**



**BUSINESS PROCESS  
ANALYSIS SESSIONS  
(COMPLETED)**

Assess and document the current components of our Banner system and work back to baseline.



**SEPARATE OT  
BASELINE BANNER  
(COMPLETED)**

Set-up de-MEP'ed OT instance and conduct ongoing data validation and testing.



**LICENSE &  
COMPONENT  
MANAGEMENT  
(COMPLETED)**

Evaluate and manage licenses, software components, and system dependencies to support SaaS migration.



**CONFIGURATION & TESTING  
(IN-PROGRESS)**

Validate business processes, integrations, and operational readiness.



**TRAINING & CHANGE  
MANAGEMENT  
(IN-PROGRESS)**

Finalize training requirements and develop a structured change management plan for upcoming phases

ERP Transformation RoadMap

2025

2026

2027

2028

*Build OT Baseline*

May 2024 – Aug 2025

*Business Process/  
Customization Review*

May 2024 – May 2025

*Workforce Planning & Decision*

May 2024 – Dec 2025

*Review and Re-Develop New Features / Customizations / Ecosystem*

May 2025 – Feb 2027

*Go-live  
Banner SaaS*

Mar 2027

*Training and On-Going Change Management*

May 2025 – Dec 2027

# Capacity Building in AI

## Overview for Board Strategy and Planning

**Dr Sarah Stokes, Manager, Student Learning Support**  
*Teaching and Learning Centre*



February 5, 2026

**Student Learning Support**

**Instructional Support**

**Educational Technology Support**

**AI Use in Academic Work**

- **Clear guidance**
- **Consistent expectations**
- **Aligned messaging**
- **Coherent AI ecosystem of support**



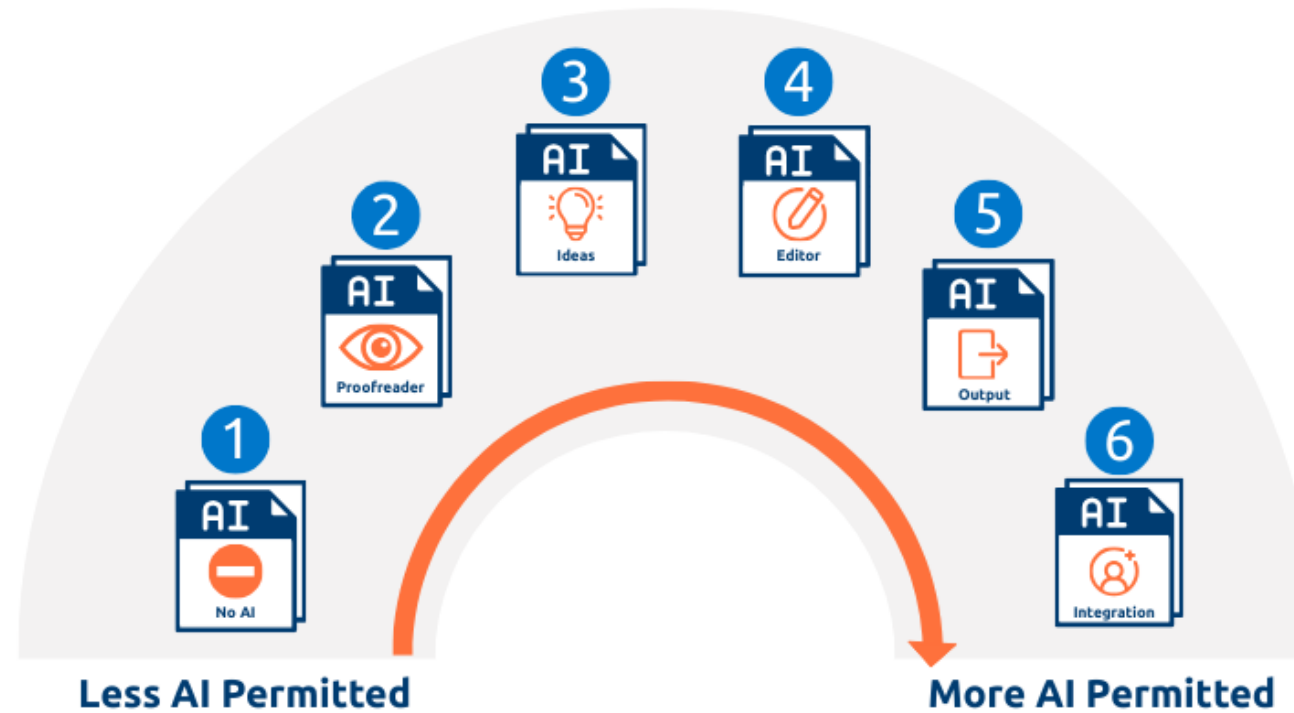
# Overview of Available Capacity-Building Initiatives



	Instructors and TAs	Students	Staff
AI in Assessment Scale	✓	✓	
NExT Hub	✓	✓	✓
Gen AI Modules	✓	✓	✓
Academic Support Workshops		✓	
Educational Development Programs	✓		
Special Events and Projects	✓	✓	✓

# AI in Assessment Scale

- Responsible and transparent use of AI in academic work
- Common vocabulary
- Clear guidance on acceptable use



# NExT Hub

- Centralized resources on digital and AI literacy



**Self-serve ed tech  
resources**



**Gen AI modules**



**Links to Ontario  
Tech resources**



**Workshops,  
training, and more**



**[ontariotechu.ca/nexthub](https://ontariotechu.ca/nexthub)**



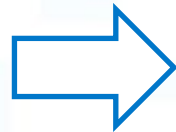
# Gen AI Modules

- Understand, evaluate, and use AI safely and ethically in academic work

## Introductory Module



Introduction to  
Gen AI



## Intermediate Modules



Technical  
Foundations



Privacy &  
Safety



Ethical Use



Evaluation  
of Results



How to Find  
Support



# Academic Support Workshops

- Supporting students in using AI responsibly in their courses



**Understanding AI  
in Assessment**



**AI and Academic  
Integrity**



**Prompt  
Engineering**



**AI Literacy**



# Educational Development Programs

- Supporting instructors in developing and implementing AI in the classroom



**Demystifying  
Generative AI**



**Identifying  
Generative AI**



**Prompt  
Engineering**



**Future of  
Pedagogy**



**Back to B(AI)sics**



**Copilots and  
Agents**



**Certificate in  
University  
Teaching**



# Special Events

## Special-request Workshops:

- [CIQE - GAI Primer and Copilot Agents Introduction \(July 2025\)](#)
- [Faculty of Health - Kinesiology - GenAI Primer/Overview \(August 2025\)](#)

## Conferences:

- [Our annual Conference on University Teaching typically features AI-related sessions and discussions](#)

## Podcast:

- [Let's Get Generative: GenAI Coffee Chat](#)
- [TLC Talks: AI](#)

## Other Projects:

- [Pilot Program: AI Learning Agent](#)



# Communication Channels

- Multiple streams of communication



**Website**



**Ontario Tech U App**



**Teaching and Learning Newsletter**



**Makerspace Drop In**



**Campus Communications**



**QuadC Booking Platform**



**Events and Programming**



# Thank you!



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