

**ACADEMIC COUNCIL MEETING**  
**Academic Council**

**AGENDA**

Date: April 28, 2026

Time: 2:30 p.m. - 4:10 p.m.

[Zoom Videoconference Link](#) (registration required)

**AC Meeting Schedule and Materials 2025-2026**

No.		Topic	Lead	Suggested Start Time
<b>PUBLIC SESSION</b>				
1.		<b>Call to Order and Land Acknowledgement</b>	Chair	2:30 p.m.
2.		<b>Agenda (M)</b>		
3.		<b>Chair's Remarks</b>	Chair	2:35 p.m.
	3.1	2026 Honorary Degree Recipients (I)		
4.		<b>Inquiries and Communications</b>	Chair	2:45 p.m.
5.		<b>Provost's Remarks</b>	L. Livingston	2:50 p.m.
	5.1	Senior Academic Administrator Search Update (I)		
	5.2	Teaching Award Recipients (I)		
6.		<b>2026 - 2029 Budget* (I)</b>	L. Livingston B. MacIsaac S. Thrush	2:55 p.m.
7.		<b>Undergraduate Studies Committee</b>	R. Fortier	3:30 p.m.
8.		<b>Graduate Studies Committee - None</b>	-	-
9.		<b>Governance &amp; Nominations Committee</b>	L. Livingston	3:35 p.m.
	9.1	2026 Nominations and Election Results Update* (M)		
	9.2	Academic Council Meeting Format* (M)		
10.		<b>Research Committee</b>	L. Jacobs	3:55 p.m.
	10.1	Centre of Police Science, Education and Training* (M)		

<b>11.</b>		<b>Consent Agenda: (M)</b>	Chair	4:05 p.m.
	11.1	Public Minutes of the March 24, 2026 Meeting* (M)		
	11.2	Minor Program Adjustments from USC* (I): (i) Faculty of Social Science and Humanities: Co-operative Education in the Faculty of Social Science and Humanities* (I)		
	11.3	Approved Exception to Residency Requirement: 11.3.1 Faculty of Social Sciences and Humanities* (I) 11.3.2 Faculty of Business and Information Technology* (I)		
	11.4	Conferral of Posthumous Degree* (M)		
<b>12.</b>		<b>Termination</b>	Chair	4:10 p.m.

Sandra Grouette, Assistant University Secretary

## ACADEMIC COUNCIL REPORT

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**SESSION:**

Public   
Non-Public

**ACTION REQUESTED:**

Decision   
Discussion/Direction   
Information

**TO:** Academic Council

**DATE:** April 28, 2026

**PRESENTED BY:** Brad MacIsaac, Vice-President, Administration  
Lori Livingston, Provost and Vice-President, Academic  
Sarah Thrush, AVP Planning & Strategic Analysis

**SUBJECT:** 2026-2029 Budget

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**EXECUTIVE SUMMARY:**

This paper presents Ontario Tech's 2026-2027 budget framework in an environment characterized by constrained public funding, inflationary pressures, and policy changes affecting student mobility and affordability. The budget is balanced and includes planned reserves to begin addressing space and maintenance requirements.

While the Province's recent multi-year funding announcement and lifting of the tuition freeze provides an important stabilization opportunity, key implementation details on the grant commitments remain unknown currently. As we expect this provincial infusion to be a once in a decade or more event, the university's long-term sustainability continues to rely on differentiated growth, expansion of alternate revenue sources, and new models of administrative support and program delivery.

The foremost structural pressure for the university continues to be labour costs, reinforcing the need for continued growth, operational efficiencies and revenue diversification. The plan also recognizes material risks, especially international study-permit constraints, increased domestic competition, and opportunities for the expansion of nontraditional learner markets.

**KEY CONSIDERATIONS:**

- Balanced 2026-2027 budget, but not a return to abundance: projected revenues of ~\$310.8M and expenses of ~\$306.4M, with \$5.6M in planned reserves for space and maintenance requirements.
- This budget was set in advance of the provincial funding announcement and key details are still unknown. It is most likely that the provincial funding changes may provide short-term

consolidated grant funding stabilization and a move away from the previous practice of annual special grant fund announcements. New investments are expected to support core student services.

- Differentiated growth remains the primary sustainability strategy: the University has increased its 2030 enrollment target to at least 20,000 students and is advancing “Differentiated Growth 2.0,” including non-traditional learners and 24/7/365 access to learning and learning supports.
- Labour cost growth is the dominant structural pressure: labour represents approximately 61% of all budget expenses and salaries/benefits are rising by approximately \$6M annually. For this reason, the University will start with higher capital projects and phase the funds into base over the next five years.
- Capital/space needs are foundational to growth and the “sticky campus” strategy. The University aims to add at least 300,000 gsf (gross square feet) of core space (estimated at >\$250M in 2025 dollars) using a phased approach supported by operating contributions, fundraising and partnerships.
- Governance-level risk: the University is currently rated medium risk under the Ministry’s Financial Framework primarily due to the debt/liquidity metrics. Even with our balanced budget this will lead to a third consecutive year below the threshold and will trigger high-risk status and increased oversight.

**NEXT STEPS:**

- April 29: Townhall for information
- May 7: Board of Governors for approval



**ATTACHMENTS:**

- Budget Paper 2026-2029
- Budget Presentation (ppt)



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# ONTARIO TECH UNIVERSITY '2026-2029' Multi-Year Rolling Budget

Budget Working Group, March 2026

## Introduction

Post-secondary education (PSE) institutions around the globe are at a crossroads, caught in a world that is transitioning from a relatively stable world order to a new fractured, multipolar order characterized by countries competing for talent and global influence.<sup>1</sup> This shift, which began with the events of the global pandemic, has today resulted in strife, war, and an inability to count on our southern neighbour.

Ontario Tech has long positioned itself around energy, advanced manufacturing and artificial intelligence (AI) to achieve alignment with government funders and secure as much limited funding as possible. Little did we know that Canada would now find itself looking to us, through new funding opportunities in research and dual-purpose innovation to contribute to our country's defense and national sovereignty.

From a fiscal point of view, the Bank of Canada is forecasting that the Canadian economy will get worse before it gets better with the current climate leading to an anticipated recession.<sup>2</sup> This amplifies our already precarious fiscal position with funding cuts and tuition freezes having taken Ontario's universities to the brink of insolvency. Public sector institutions (i.e., universities, colleges, hospitals) have no option but to reinvent themselves and to find new business models so as not to become obsolete. *AI will be a key in supporting this transition.*<sup>3</sup> AI has rapidly and forever changed the post-secondary landscape. From research norms to how we teach and learn, *we must adapt or be left behind.* Being a static purveyor of content in a time of free and ubiquitous information is not a place of strength. We must dare to imagine, be bold, take chances and redefine learning and research opportunities to take full advantage of AI while implementing the appropriate safeguards.

It is only within this macro-outlook that a short-term budget framework and analysis (i.e., 2026-2029) can be placed into a proper perspective which includes broad sweeping global challenges and opportunities.

In previous versions of this budget paper, forecasted budget deficits in the near term were a reality for Ontario Tech, yet these have not materialized for several reasons. First, by focusing on differentiated growth, we have exceeded our projected enrolment targets each year over the past five years, and second, we have actively managed expenses by deferring investments in capital projects and not growing our financial reserves. We now must focus on providing enhanced supports for this growth through additions to our physical and virtual infrastructure and student assistance programming. This requires us to get serious about reimagining our future with the use of AI in the classroom and reconfiguring learning spaces for an AI world – all of which will require investment.

The provincial government's recent funding announcement – including the reworking of the funding formula – has provided a moment of relief for the post-secondary education sector in this province. With the exact details of how this new formula will be applied and what that means for Ontario Tech still unknown, we have no alternative to being comfortable with living in the uncertainty of that “moment.” In the short term, this government commitment will translate into more financial and budgetary certainty for Ontario Tech. An important caveat to note is that the government has made it very clear that these new investments must be used to support *core student services* such as high-quality academic programs, mental health supports, and expanded work-integrated learning opportunities that align with labour-market needs. We also need to be

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<sup>1</sup> Kirk, T. (2025). Re-imagining global higher education in an era of global realignment. Posted online: October 21, 2025. <https://www.globalpolicyjournal.com/blog/21/10/2025/re-imagining-global-higher-education-era-geopolitical-re-alignment>

<sup>2</sup> Bergeron-Oliver, A. (2026). BoC holds interest rate but warns of downstream effects of Iran war. Posted online: March 18, 2026. <https://www.ctvnews.ca/business/article/boc-holds-interest-rate-but-warns-of-downstream-effects-of-iran-war/>

<sup>3</sup> Murphy, S.A. (2025). Artificial intelligence for good – Canada's niche? Post online: November 24, 2025. <https://nationalpost.com/opinion/steven-a-murphy-ai-for-good-canadas-niche>

honest with ourselves and realize that we will still only be keeping our head above water.

Looking into the near future, our fiscal situation may be stabilized because of our continued commitment to differentiated growth strategies and prudent budgetary decision making, as well as the province's recently announced funding changes. This once-in-a-decade provincial funding injection provides short-term stabilization but going forward the university will not be able to rely on this measure alone. We will need to continue to grow student enrolments to remain fiscally sustainable and we must continue to plan prudently as inflationary increases on salaries alone will add more than \$6 million annually to the expense side of our ledgers. We will also need to diversify our revenue sources and develop our reserves to support existing student and program needs, as well as expand our capital infrastructure to meet future needs.

The [2023–2028 Integrated Academic Research Plan](#) (IARP) reaffirms our commitment to four strategic priority areas: Tech with a conscience, Learning re-imagined, Creating a sticky campus, and Partnerships supported by differentiated enrolment growth to elevate our reputation, achieve economies of scale and increase revenues. We will continue to focus on actions to further advance the IARP such as creating distinctive programs with hands-on learning opportunities, offering flexible options for *traditional* and *non-traditional learners*, and prioritizing initiatives that build job readiness while promoting ongoing upskilling and reskilling. We are intentionally committed to strengthening our brand and appeal to students, scholars and partners, to continue to yield high application numbers from both domestic and international markets. The university's innovative approach to program delivery, adaptability, and strong industry partnerships, aligned with government priorities, will drive continued growth and success.

## Enrolment Assumptions

A key element in the IARP is the differentiated growth strategy and the need to continuously monitor and adapt to the ever changing regional, provincial, and global landscapes that impact enrolment trajectories and trends. The university's Strategic Enrolment Management (SEM) strategies constantly evolve and pivot to respond to opportunities to grow in our areas of strength that align to industry needs, student demand and government priorities.

The 2023-2028 IARP identifies student enrolment growth to 18,000 students by 2030, through expanded enrolment in both degree and non-degree programs and enhanced student retention. To date, deployed SEM strategies have resulted in strengthening reputational brand, multi-year record application number increases, improved student retention, and achievement of our Strategic Mandate Agreement's (SMA) areas of strength performance targets. Building on this success and capitalizing on future funded growth opportunities aligned with our priorities, we have updated our enrolment target to at least 20,000 students by 2030.

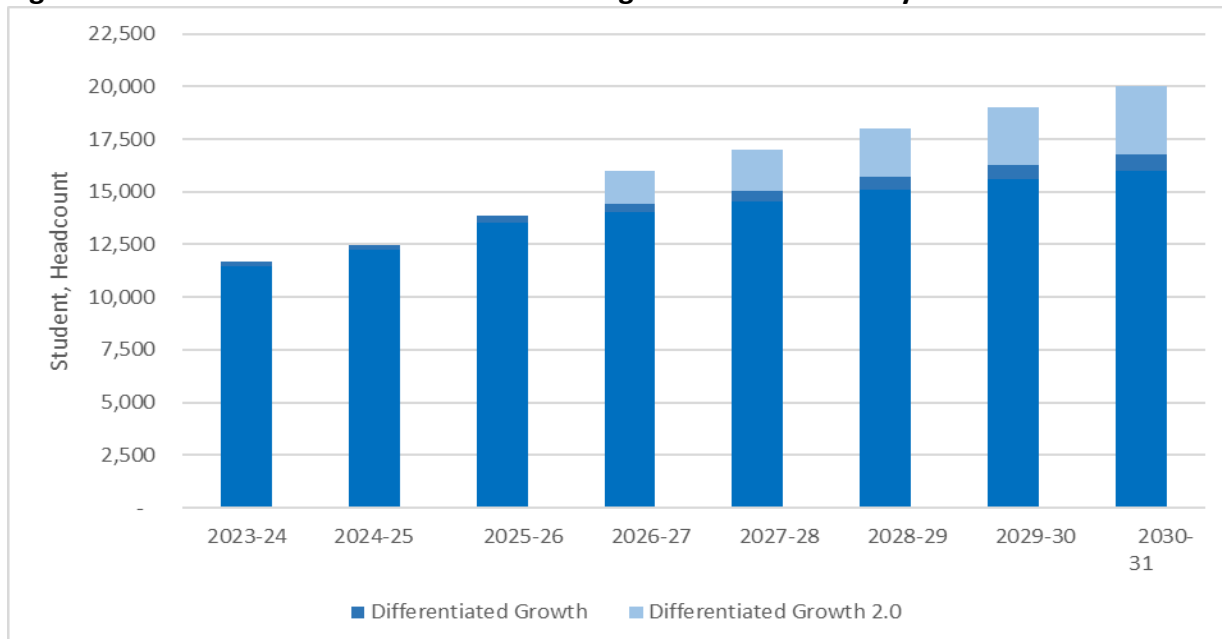
The new, expanded concept of *Differentiated Growth 2.0* has also been introduced and discussed at a variety of meetings—the Fall Townhall session, Academic Council, and the Board's Audit and Finance and Strategy and Planning Committees – just to name a few. Differentiated Growth 2.0 goes beyond simply increasing our market share of traditional students; that is, it reflects opportunities to maximize growth related to regional demographics, program innovation and delivery, non-traditional delivery of innovative programs and targeting expansive growth in high demand areas. It is also about the university making its programs and services available [24/7/365](#), to meet the needs of tomorrow's students while providing flexible access to and essential supports (e.g., mental health and well-being) for diverse student cohorts. Importantly, the revised enrolment trajectory also incorporates new program offerings and addresses the increased demand from non-traditional students for reskilling, upskilling and career transitions to meet the labour needs of industry and certain public sectors such as health care and education.

Our enrolment growth successes and future growth plans (**Figure 1**) have positioned the university well as we enter the second year of our SMA4, with the new funding formula providing funding for previously unfunded student seats. We are also situated to qualify for additional funded seats in the government’s priority program areas (i.e., STEM, Health, and Education).

**Domestic enrolment:** Our top priority continues to be growing undergraduate domestic enrolments and expanded enrolments in graduate level course-based and professional master’s programs. We will optimize enrolments in existing programs so that additional tuition revenues surpass variable expenses. This growth strategy emphasizes capturing a larger share of the traditional direct-from-high school domestic undergraduate market (which will require continued program innovation and development) *and* students from non-traditional markets. Both will require the repackaging of existing programs to attract students and to enhance our competitiveness in the post-secondary landscape. Providing students with flexibility in how they approach their education is also important. To this end, we will continue to diversify our educational offerings by utilizing multiple platforms (i.e., asynchronous and synchronous online, hybrid, and/or face-to-face modalities) and approaches (i.e., condensed course formats, micro-credential and stackable micro-credential offerings), and the provision of 24/7/365 supports and offerings. Any allocations for programs will be prioritized in these innovative offerings. In addition, scaling co-operative education and work-integrated learning to provide our students experiential learning opportunities remains a top priority, along with an investment in data-driven tools (e.g., early alert systems) and retention programs (e.g., LEAP) to support student success and retention.

**International enrolment:** Considering recent federal policies and provincial allocations that have significantly reduced international student study permits, the university has adjusted its international enrolment target down from the 2019. We will continue to invest in recruitment and strategic partnership opportunities to diversify our international enrolments, including Transnational Education programs, to mitigate the risks associated with geopolitical factors that impact our ability to convert international applications to full-time enrolment (FTE).

**Figure 1: Actual and forecasted differentiated growth enrolments by student headcounts**



## Revenue Assumptions

On February 12, the Province announced a four-year [funding package](#) for all of Ontario’s PSE institutions. For Ontario Tech, we anticipate receiving funding for unfunded student seats to 2024 as well as the conversion of

previous one-time-only (OTO) grants into continuing annual base funding. **Figure 2** provides a pictorial summary of our anticipated revenues for 2026-2027 by revenue source. Overall, we are projecting total revenues of \$310.8 M dollars.

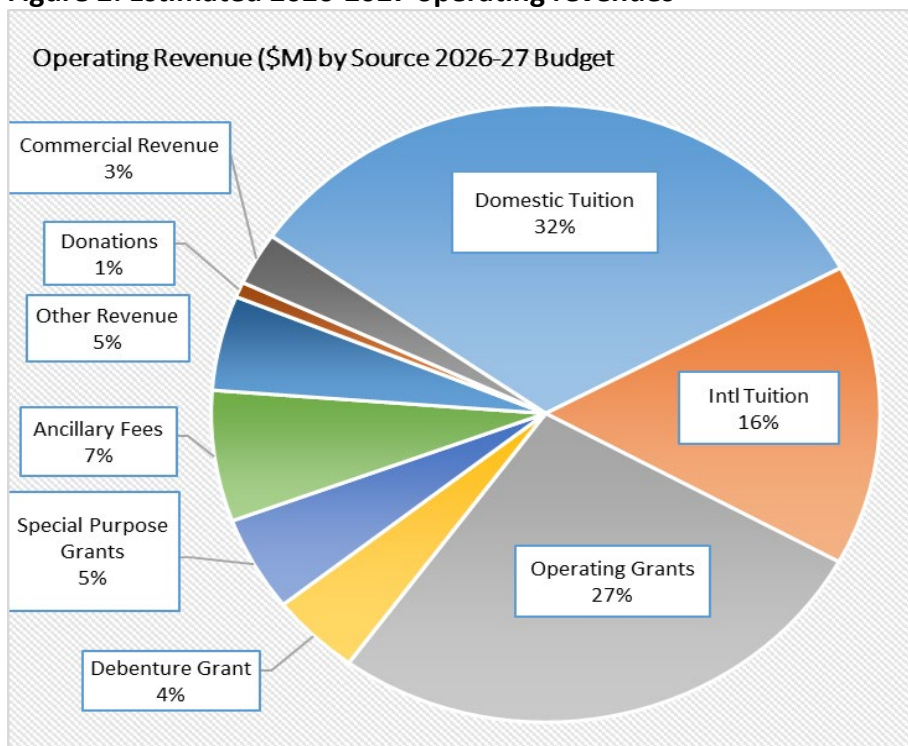
**Grants:** University operating grants were capped at the 2016 rate, which amounts to approximately a 30 per cent decrease in provincial per-student funding over the past decade when adjusted for inflation. We anticipate that our overall base funding from the government will increase, yet the details are still being worked out in conjunction with the renewal of our SMA.

**Tuition:** The tuition fee framework regulates all publicly funded programs based on program and year. In 2019, domestic tuition rates were decreased by 10% and subsequently frozen. The lifting of the tuition freeze in February of this year allows an annual 2% increase in domestic fees for the next three years. International tuition or cost recovery programs are not included in or constrained by the limits imposed by the provincial framework. Tuition fees for most Ontario Tech programs remain below the provincial system average.

**Ancillary fees:** The balance of student fee revenues comes from ancillary fees, which support pre-specified approved activities (e.g., recreation and health services, student learning and supports). These fees follow a provincial fee protocol that allows for an annual inflationary increase based on the Bank of Canada's September-to-September Consumer Price Index (CPI).

**Other:** This category, which includes items such as interest income and commercial services, is expected to remain stable. Our goal is to maintain an overall financial balance in commercial services (e.g., parking, food services). Any surplus is allocated to capital reserves for future investments, while prior-year reserves cover any anticipated deficit. This ensures that the core operating budget remains unaffected by supplementary services.

**Figure 2: Estimated 2026-2027 operating revenues**



## Expense Assumptions

Since 2020, the university has prioritized growth and investment in its employees. While other universities were cutting budgets, we continued to invest in our people and our future. This investment was a deliberate choice which meant deferring investments in AI, reconfiguring spaces to accommodate competency-based learning, or capital infrastructure and not meeting our annual capital reserve targets. Increasing operating and tuition revenues will help Ontario Tech sustain our core programs and the services that students rely on, as well as to make important capital upgrades to our facilities.

The need to plan prudently is a must as inflationary pressures add an element of the unknown to our expense assumptions. As an illustration, consider that the salaries and benefits that make up our largest expense category (i.e., full-time and part-time labour combined) are currently increasing by approximately \$6 million annually. Inflation and contractual obligations, moreover, will see this total (and a growing portion of our annual operating budget allocation) increase by about 10% in each future year. Therefore, assuming no further grant increases, the anticipated cashflow from recent changes to the funding formula would be totally consumed by our current labour obligations in less than four years.

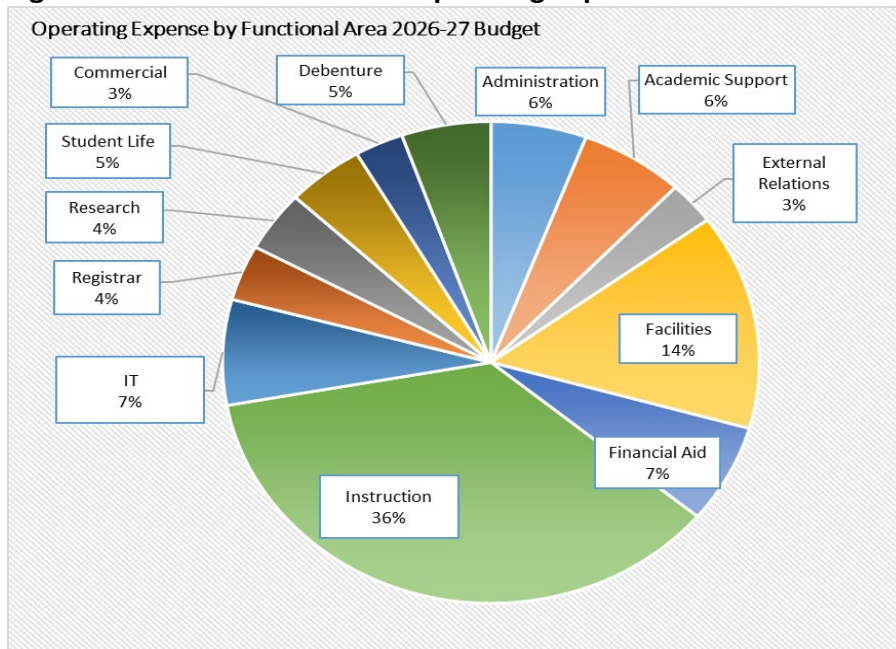
Ontario Tech has historically managed its expenses using a hybrid budgeting approach. For the fixed or ongoing portion of our expenses (e.g., salaries, licensing agreements, capital costs, reserves, etc.), mandated incremental year-over-year cost increases are automatically added to and factored into the following year's base budget. Inflationary increases for essential expenditures (e.g., utilities, essential laboratory supplies, etc.) experienced year-over-year are also factored into the base budget. Since 2021, it must be noted that inflationary increases for many essential expenditures have spiked into double digit percentages. These constraints limit the portion of the budget that can be allocated to fund IARP-aligned variable (or discretionary) requests coming forward from faculties and departments. Importantly, if revenues remain fixed but expenses rise, our ability to support new initiatives becomes extremely limited or nonexistent and may even lead to cuts.

In December 2025, faculties and departments were asked to submit new base and one-time-only (OTO) budget requests for consideration for the 2026-2027 budget year. At that time, no new funding had been announced by the province, and all units were asked to limit strategic requests to address only their most pressing needs. The following principles were used to inform strategic allocations:

- Funding growth, where revenues follow enrolment to support instructional and infrastructure needs.
- Increasing student financial supports.
- Investing in our future capital needs.
- Ensuring long-term financial stability and operational efficiencies.

In comparison to the last fiscal year, there are about \$46 million of new or reallocated expenses. **Figure 3** provides a pictorial summary of our anticipated operating expenses for 2026-2027 by expense category. Overall, we are projecting total operating expenses of \$306.4 million.

**Figure 3: Estimated 2026-2027 operating expenses**



**Labour costs: At 61% of the total budget**, these costs represent the largest share of our annual budget and the most significant increase (i.e., \$20 million) in expenses compared to last year. The key components are:

- \$16.8 million invested in annual contractual increases and the approval of 16 new faculty (i.e., with prorated hiring dates over an 18-month period) and 11 new staff members.
- \$3.2 million increase in part-time (i.e., sessional) instructors and teaching assistants.

**Operating costs: At 30% of the total budget**, these expenses are the product of several pressures, including inflation, rising costs for goods and services (e.g., software licenses, library subscriptions), and the necessary maintenance and repair of aging materials. Expenses have gone up about \$10 million compared to last year. The key components are:

- \$2 million Academic Priority Fund which will be held for review and possible allocation in September.
- \$2 million investment in enterprise software and infrastructure upgrade (i.e., Banner).
- \$1.6 million in additional Financial Aid support.
- \$1.3 million for AI capital changes and implementation.
- \$1 million set aside for investment in energy related projects
- \$600,000 start up for new hires.
- \$500,000 research software to aid grant processing and security.

With respect to financial aid, we are investing an additional \$1.6 million to support students. The provincial government has announced major changes to the OSAP program that will transform it from being primarily grant-based (i.e., 85% grant-15% loan) to loan-based (i.e., 25% grant-75% loan). To limit the effects of this change on low-income students, the Government has enhanced the Student Access Guarantee (SAG). SAG requires universities and colleges to set aside funds to support low-income students when OSAP does not fully cover educational costs. Reflecting its long-standing commitment to access, Ontario Tech annually invests about \$18 million in financial assistance.

**Capital infrastructure costs: At 9% of the total budget,** this year an additional \$16.7 million is allocated to new and infrastructure repairs such as \$2 million to increase cybersecurity and site licenses related to enterprise upgrade and \$ 8 million to complete Shawenjigewining Hall to accommodate the expansion nursing labs, flexible classrooms, modern teaching and research labs, and collaborative spaces. Combined with the current base that is offset by grants, this brings the total capital investment to about \$26.5 million.

The University has refreshed the 2015 Campus Master Plan to guide the long-term evolution the campus. This update responds to a decade of change, incorporating new data, emerging trends, and insights from campus partners. It provides a renewed framework for a unified, accessible, and sustainable shared campus that serves as a centre for activity and inspiration.

The University has internal space standards for what we believe our teaching, research and student experience needs will be in the rapidly changing age of AI. With planned growth in student numbers, we are below where we want and need to be. There are several different strategic enrolment scenarios that could get us to 20,000 students. Each of these could have multiple space requirements depending on the type of program (i.e. engineering verse business), course offerings (i.e. lab based verses executive style on weekends), the discipline of the researcher and even the location of the building as one may connect well with existing utilities while another may need a large portion of the building dedicated to services. Using current metrics, the University aims to add at least 300,000 gsf of core teaching, research, study space to support our growth plans. In 2025 dollars this equates to over \$250 million dollars in construction. The funding landscape requires us to plan to use operating, fundraising and partnerships for this build-out. For that reason, we know we will need to implement a phased in approach that corresponds with our offerings.

Today, the university stands at a pivotal moment: poised to evolve from a strong, young institution into a mature leader. The next step involves aligning the physical campus with the university's strategic vision and growth trajectory. \$75 million will be set aside over the next five years for a new academic building. Attention has been given to the site's role as a campus gateway, its prominence along Simcoe Street, and its potential to function as a clear front door to the university. Advancing Ontario Tech's next chapter of innovation, entrepreneurship, and purpose requires more than programs; it requires place - ***A Place Where Ideas Become Impact.*** Ontario Tech has built a powerful ecosystem, both physical and virtual, this project transforms that ecosystem into a visible, connected, and enduring destination. It is about making innovation tangible, giving form to the university's ambition, and creating a place where ideas move decisively toward real-world impact.

In addition, with this core space we will need ancillary services such as student housing and wellness spaces. The Wellness expansion to be completed by September 2028, with \$12 million from operating and the remainder funded through student ancillary fees. Modern health and wellness spaces are essential for student recruitment and retention, yet our current facilities are at or beyond optimal capacity. The expansion will support Ontario Tech's commitment to providing a high-quality student experience, educating the whole student, and strengthening institutional excellence.

## 2026–2027 Estimated Consolidated Operating Budget

The revenue and expense assumptions collectively project a balanced budget, with an estimated \$48 million in additional revenues offsetting an estimated \$45 million in new expenses, along with \$5.6 million of planned reserves for space and maintenance requirements (**Figure 4**).

**Figure 4: The 2026–2027 estimated consolidated operating statement**

**Ontario Tech University  
2026 - 27 DRAFT OPERATING BUDGET**

	Operating Budget	Purchased Services	Operating-REV	Ancillary Fee Budget	Infrastructure Capital	Commercial Services	2026 - 27 Proposed Budget
<b>Revenues</b>							
Operating Grants	84,025	-	-	-	13,500	-	97,525
Other Grants	8,963	-	3,099	221	3,170	-	15,452
Tuition	135,244	-	14,759	-	-	-	150,004
Student Ancillary Fees	2,834	2,953	188	12,005	2,692	651	21,322
Donations	10	-	2,268	205	-	-	2,482
Other Revenue	5,585	418	9,429	12	-	8,562	24,007
<b>Total Operating Revenues</b>	<b>236,661</b>	<b>3,371</b>	<b>29,742</b>	<b>12,442</b>	<b>19,362</b>	<b>9,213</b>	<b>310,793</b>
<b>Base Expenditures</b>							
FT Labour	(130,402)	(8,084)	(7,321)	(6,922)	-	(2,518)	(155,247)
PT Labour	(17,881)	(320)	(6,020)	(1,780)	-	(539)	(26,541)
OPEX	(34,871)	(8,764)	(16,920)	(3,299)	(16,501)	(6,061)	(86,417)
CAPITAL	(134)	-	-	(26)	(5,862)	(20)	(6,042)
<b>Approved Base Expenditures</b>	<b>(183,287)</b>	<b>(17,169)</b>	<b>(30,261)</b>	<b>(12,027)</b>	<b>(22,363)</b>	<b>(9,139)</b>	<b>(274,247)</b>
<b>Budget Surplus/(Deficit) before Asks</b>	<b>53,374</b>	<b>(13,798)</b>	<b>(519)</b>	<b>415</b>	<b>(3,001)</b>	<b>74</b>	<b>36,546</b>
Base Recommendations	(2,536)	(140)	(8)	(464)	-	-	(3,148)
OTO Recommendations	(8,148)	(292)	20	(32)	-	-	(8,452)
Capital Recommendations	358	(423)	(100)	(120)	(20,258)	-	(20,542)
<b>Total Net New Recommendations</b>	<b>(10,326)</b>	<b>(854)</b>	<b>(89)</b>	<b>(615)</b>	<b>(20,258)</b>	<b>-</b>	<b>(32,142)</b>
<b>Total Expenditures</b>	<b>(193,613)</b>	<b>(18,023)</b>	<b>(30,349)</b>	<b>(12,643)</b>	<b>(42,621)</b>	<b>(9,139)</b>	<b>(306,388)</b>
<b>Total CY Budget Surplus/(Deficit)</b>	<b>43,048</b>	<b>(14,652)</b>	<b>(607)</b>	<b>(200)</b>	<b>(23,259)</b>	<b>74</b>	<b>4,404</b>
Funded through PY restricted reserves	500	-	721	-	-	-	1,221
<b>Total Budget Surplus/(Deficit)</b>	<b>43,548</b>	<b>(14,652)</b>	<b>114</b>	<b>(200)</b>	<b>(23,259)</b>	<b>74</b>	<b>5,626</b>

In addition to the operating budget, there are externally restricted funds that are received annually and recognized in the audited financial statements. These include funds such as sponsored research and donations. As these funds have specific expense requirements attached to them, they are not included in the operating budget.

## Continuous Improvement

Ontario Tech will continue to strive for greater efficiencies, building on years of collaboration through shared services, joint procurement, digital transformation and administrative streamlining to ensure any funding received is used responsibly to deliver value and support our priorities. Along with expanding enrolment and seeking new revenue sources for priority areas, we are taking proactive measures to control costs by identifying efficiencies, implementing AI solutions and prioritizing spending. For example, upgrading our IT systems and software platforms will streamline administrative processes, allowing staff to focus on higher-impact tasks rather than high-volume, often manual, activities.

Using resources from the government’s [Efficiency and Accountability Fund](#), the university hired KPMG to assist us in finding opportunities to optimize resources while continuing to meet the evolving needs of our students, staff, faculty and local communities.

Their preliminary findings highlighted opportunities for economies of scale, alternative revenue sources and service enhancements:

**Grow to achieve economies of scale:** As a maturing university, fixed operating costs are distributed across a smaller number of students, thus negatively impacting our financial viability. As we grow, we will not maintain the same staffing ratios.

**Increase alternative revenue streams:** Ontario Tech will expand its unique learning offerings and optimize the use of specialized venue spaces to generate ancillary revenues. By offering more than just degree programs, the university will broaden its appeal and diversify its income.

**Enhance automation:** Further automation can help highly qualified personnel move away from transactional tasks to focus on student services and strategic actions. KPMG noted that areas such as human resources, information technology, and facilities would benefit from streamlined processes and clear roles. Once effective process mapping is in place, further improvements can be realized through automation and AI systems.

## Reserves

It is a common misunderstanding that accumulated reserves represent extra money that is available for the university to expend. For Ontario Tech, the reserves are revenues that are already spent or committed to specific projects. Based on best practices for working capital and deferred maintenance reserves, we are significantly under recommended levels. We must set aside funds to stabilize our budget over the multi-year period. At the [November 2021 Audit and Finance Committee meeting](#), financial sustainability and reserves were discussed, confirming the university will use these monies for future investments in large-scale repairs/replacements, the creation of a strategic category for new priorities/infrastructure, and operating contingencies to offset unanticipated external budget impacts.

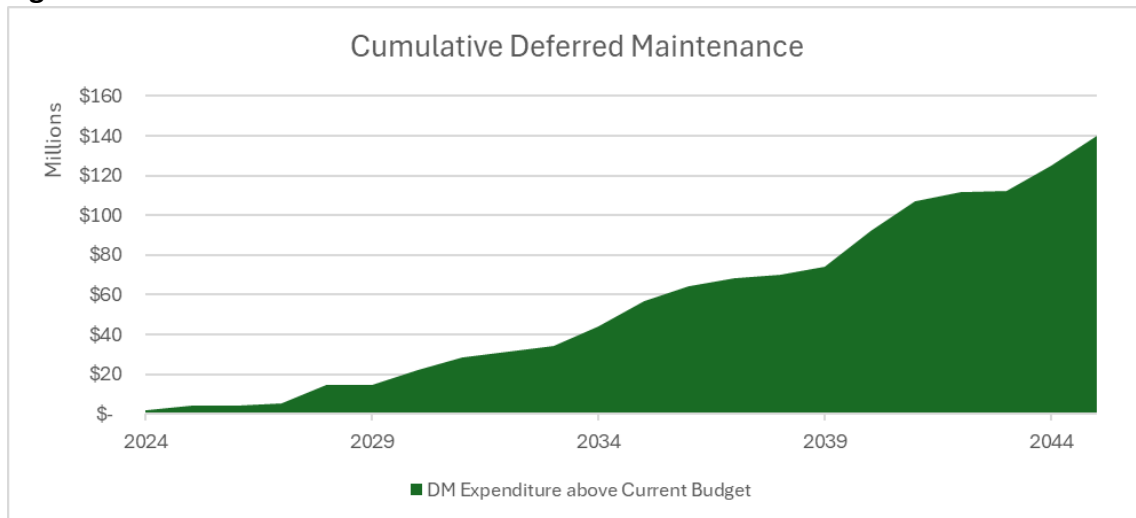
For context, the facilities portfolio consists of 24 buildings, covering more than 1.3 million gross square feet of space, with an estimated 2025 replacement value of \$440 million. Industry practice suggests investing 0.5-1.5% of current replacement value in annual maintenance and setting aside 1.5-2.5% for future capital renewal/maintenance<sup>4</sup>. For Ontario Tech, that equates to \$6.6 million per year in maintenance and \$11 million in recommended savings. At our current annual maintenance investment of \$2 million, deferred maintenance costs could exceed \$40 million by 2034 and grow at an even faster pace thereafter (**Figure 5**).

**Operating/Contingency reserve strategy:** Some organizations calculate and identify their base level of unrestricted funds as a working capital reserve. This implies that all funds beyond those needed for working capital will be specifically employed for predetermined purposes. Determining an ideal level of reserve is one that is high enough to allow the organization to maintain sufficient liquid assets without being considered excessive. The Ministry's Financial Accountability Framework calculates a Reserve Ratio as  $\text{Expendable Net Assets} / \text{Total Expenses} * 365$ , an amount which outlines a university should have over 90 days to be outside of the medium risk category. Based on 2025 statements, and based on the calculation, Ontario Tech would need almost \$70 million in reserves compared to the \$6 million it has today. The university must allocate more resources to reserves to finance future projects and safeguard our financial future.

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<sup>4</sup> National Research Council. 1990. *Committing to the Cost of Ownership: Maintenance and Repair of Public Buildings*. Washington, DC: The National Academies Press.

**Figure 5: Estimated cost of cumulative deferred maintenance**



Our current reserves position as of March 31, 2025, is outlined in Note 20 of the [2025 Annual Financial Statements](#). These funds, designated for purposes such as mandated working capital (\$6M), internally funded research (\$10M), and ancillary reserves, which leaves only \$8 million (29%) for strategic initiatives, including support for the Deans' Priority Fund, academic strategies, and upgrades to the university's digital and physical infrastructure.

## Managing Key Budget Risks

The university maintains a proactive approach to risk mitigation and focuses on long-term strategic planning and decision-making to sustain financial responsibility. Overall, this budget presents low to moderate risk based on the likelihood and potential consequences of major factors. Our main budget risks and corresponding mitigation strategies include:

- **Maintaining academic quality and student success in an AI driven age:** Investments in student well-being and academic support continue to grow, but as our student body diversifies, demands often outpace resources. We will invest in high-impact initiatives while acknowledging the individuality of our community members. This year, we continue our pilot work on AI technology to support students in the classroom, but this is only the starting point. A commitment to using AI as an effective tool in teaching, research and administrative activities is a must and it must happen quickly. This will require us to support all members of the university community to become AI literate while at the same time demanding it be used ethically.
- **Achieving enrolment targets:** The university typically meets its enrolment projections within  $\pm 2\%$ . However, government caps on international students introduce a degree of uncertainty. We have lowered our revenue forecasts tied to international enrolment and will rely on any surplus if needed.
- **Financial indicators:** In the 2023 the Ministry implemented a Financial Framework, defining metrics and thresholds in liquidity, sustainability, performance, and credit rating. We currently carry a medium-risk rating, mainly due to high-debt obligations. Next year will be our third consecutive year in medium risk category and an automatic move to high-risk which will trigger further government oversight.

- **Proper Space and Equipment to accommodate growth:** To achieve strategic academic objectives, Ontario Tech is facing increased pressures to provide dynamic on-campus space. The University needs to balance reductions in public funding and concerns about overall affordability with the need for high-quality facilities. For this reason, we must be laser focused on what the most efficient and effective use of our limited resources might be in today's technology driven environment.

## Summary

The balanced 2026–2027 budget represents a defining moment for Ontario Tech University. After more than a decade of constrained public funding, the province's recent investment provides a short-term measure of stability and an opportunity to reposition the institution for its next phase of growth. This budget responds deliberately to that moment—balancing optimism with realism, and growth with discipline.

While forecasted revenues increase, this is not a return to abundance. In real terms, the funding environment remains tight, inflationary pressures persist, and labour costs continue to rise at a pace that will quickly absorb new funding. For these reasons, this budget prioritizes short-duration and strategic investments, protects core academic and student services, and begins the necessary work of rebuilding reserves that are essential to long-term financial resilience.

At the same time, this is unequivocally a budget for growth – but it isn't growth for growth's sake – it is meeting the moment given the federal and provincial priorities and our changing world. Ontario Tech is a maturing institution with strong demand, a differentiated academic mission, and a proven ability to execute. Investments in academic programs, student supports, digital infrastructure, and capital renewal are aligned with the university's Integrated Academic Research Plan and its commitment to delivering flexible, high-quality, career-ready education and an enriching and supportive student experience. Enrolment growth—particularly domestic growth—remains central to sustainability, enabling the university to achieve economies of scale while strengthening its impact on students, industry, and the region. If we want to attract students to our campus, we must provide them with modern day facilities (e.g., student residence, recreation facilities).

Critically, this budget recognizes that growth must be supported by space, systems, and infrastructure aligning with our 24/7/365 strategy. Years of deferred capital investment and underfunded maintenance have created real risks that can no longer be postponed. We need to invest in new buildings now and set a reserve for a feature academic building by 2030. Strategic investments in IT modernization, learning and research spaces, athletic and wellness facilities, and future capital planning signal a clear transition from stabilization to intentional capacity building.

The path forward will require continued discipline, adaptability, and collaboration. Uncertainty remains, and external pressures will not diminish. However, with a clear strategy, prudent financial management, and a shared commitment to purpose-driven growth, Ontario Tech is well positioned to move confidently into its next chapter—strengthening its foundation today while building the capacity required for tomorrow.

# 2026-2029 DRAFT OPERATING BUDGET

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April 2026

- **Lori Livingston, Provost and Vice-President, Academic**
- **Sarah Thrush, AVP Planning and Strategic Analysis**
- **Brad Maclsaac, Vice-President Administration**

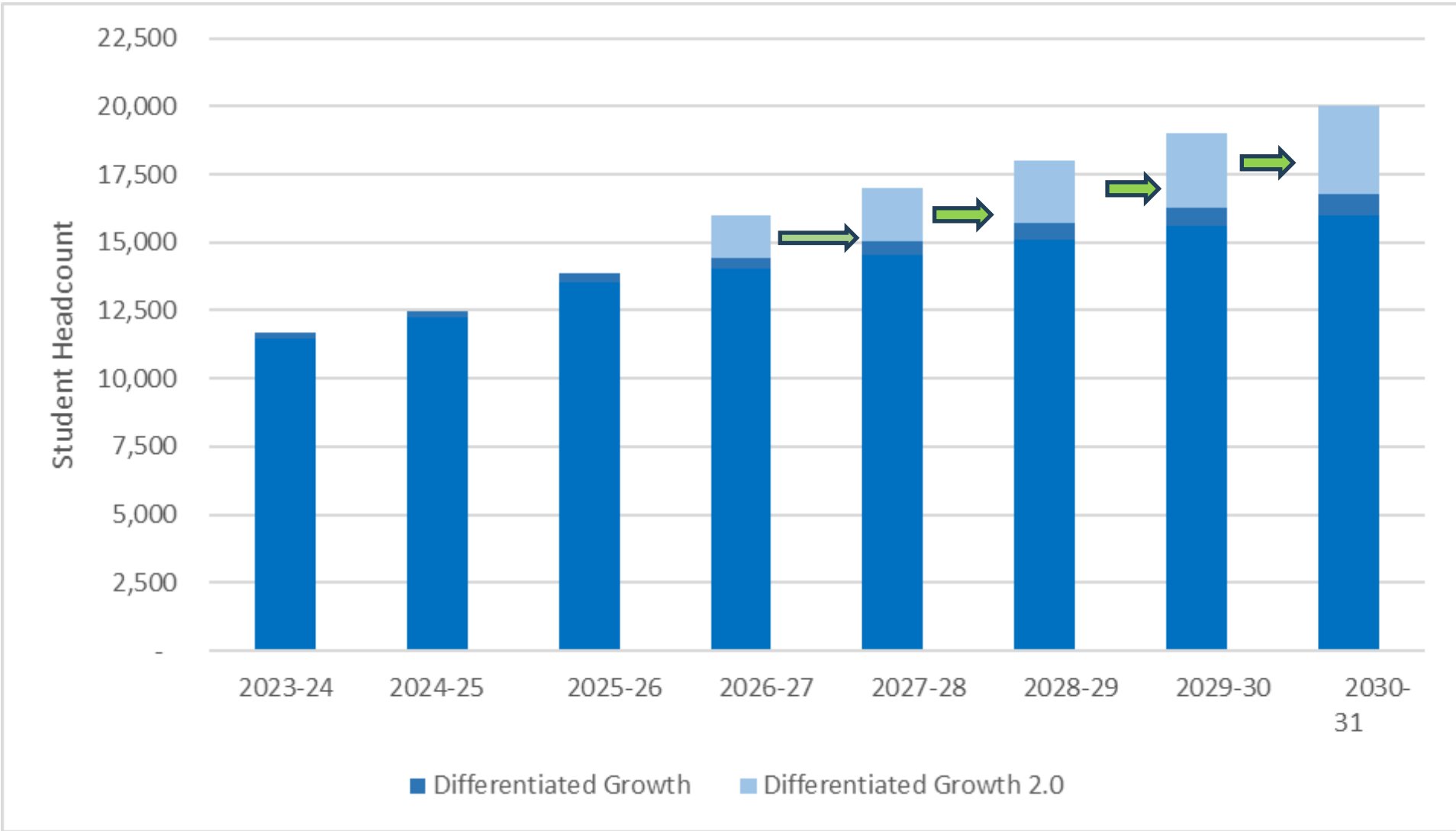




WHERE DO WE GO FROM HERE?

- **New funding model**
- **World filled with uncertainty**
- **Moment of reinvention, change**
- **Time for long-term vision, strategic investments**

# Differentiated Growth Enrolment Plan – Budget Assumptions



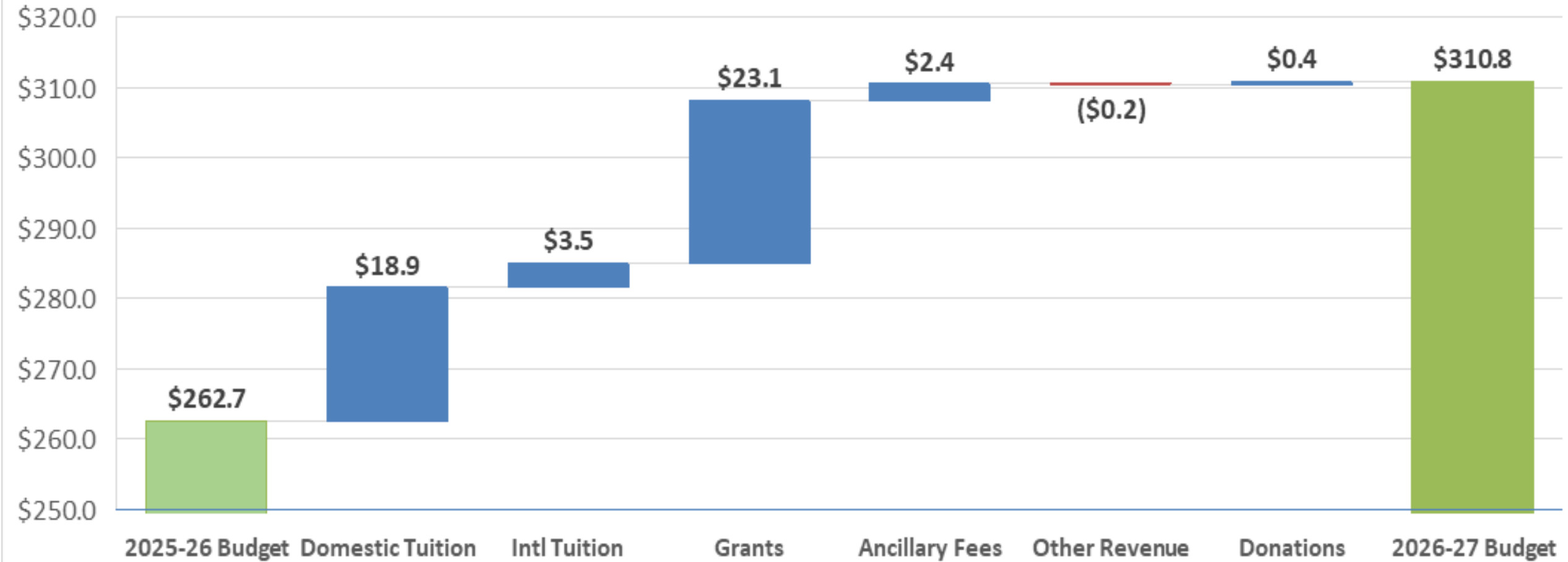
# 2026 – 2027 Budget Summary

## Ontario Tech University 2026 - 27 DRAFT OPERATING BUDGET

	Operating Budget	Purchased Services	Operating-REV	Ancillary Fee Budget	Infrastructure Capital	Commercial Services	2026 - 27 Proposed Budget
<b>Revenues</b>							
Operating Grants	84,025	-	-	-	13,500	-	97,525
Other Grants	8,963	-	3,099	221	3,170	-	15,452
Tuition	135,244	-	14,759	-	-	-	150,004
Student Ancillary Fees	2,834	2,953	188	12,005	2,692	651	21,322
Donations	10	-	2,268	205	-	-	2,482
Other Revenue	5,585	418	9,429	12	-	8,562	24,007
<b>Total Operating Revenues</b>	<b>236,661</b>	<b>3,371</b>	<b>29,742</b>	<b>12,442</b>	<b>19,362</b>	<b>9,213</b>	<b>310,793</b>
<b>Base Expenditures</b>							
FT Labour	(130,402)	(8,084)	(7,321)	(6,922)	-	(2,518)	(155,247)
PT Labour	(17,881)	(320)	(6,020)	(1,780)	-	(539)	(26,541)
OPEX	(34,871)	(8,764)	(16,920)	(3,299)	(16,501)	(6,061)	(86,417)
CAPITAL	(134)	-	-	(26)	(5,862)	(20)	(6,042)
<b>Approved Base Expenditures</b>	<b>(183,287)</b>	<b>(17,169)</b>	<b>(30,261)</b>	<b>(12,027)</b>	<b>(22,363)</b>	<b>(9,139)</b>	<b>(274,247)</b>
<b>Budget Surplus/(Deficit) before Asks</b>	<b>53,374</b>	<b>(13,798)</b>	<b>(519)</b>	<b>415</b>	<b>(3,001)</b>	<b>74</b>	<b>36,546</b>
Base Recommendations	(2,536)	(140)	(8)	(464)	-	-	(3,148)
OTO Recommendations	(8,148)	(292)	20	(32)	-	-	(8,452)
Capital Recommendations	358	(423)	(100)	(120)	(20,258)	-	(20,542)
<b>Total Net New Recommendations</b>	<b>(10,326)</b>	<b>(854)</b>	<b>(89)</b>	<b>(615)</b>	<b>(20,258)</b>	<b>-</b>	<b>(32,142)</b>
<b>Total Expenditures</b>	<b>(193,613)</b>	<b>(18,023)</b>	<b>(30,349)</b>	<b>(12,643)</b>	<b>(42,621)</b>	<b>(9,139)</b>	<b>(306,388)</b>
<b>Total CY Budget Surplus/(Deficit)</b>	<b>43,048</b>	<b>(14,652)</b>	<b>(607)</b>	<b>(200)</b>	<b>(23,259)</b>	<b>74</b>	<b>4,404</b>
Funded through PY restricted reserves	500	-	721	-	-	-	1,221
<b>Total Budget Surplus/(Deficit)</b>	<b>43,548</b>	<b>(14,652)</b>	<b>114</b>	<b>(200)</b>	<b>(23,259)</b>	<b>74</b>	<b>5,626</b>

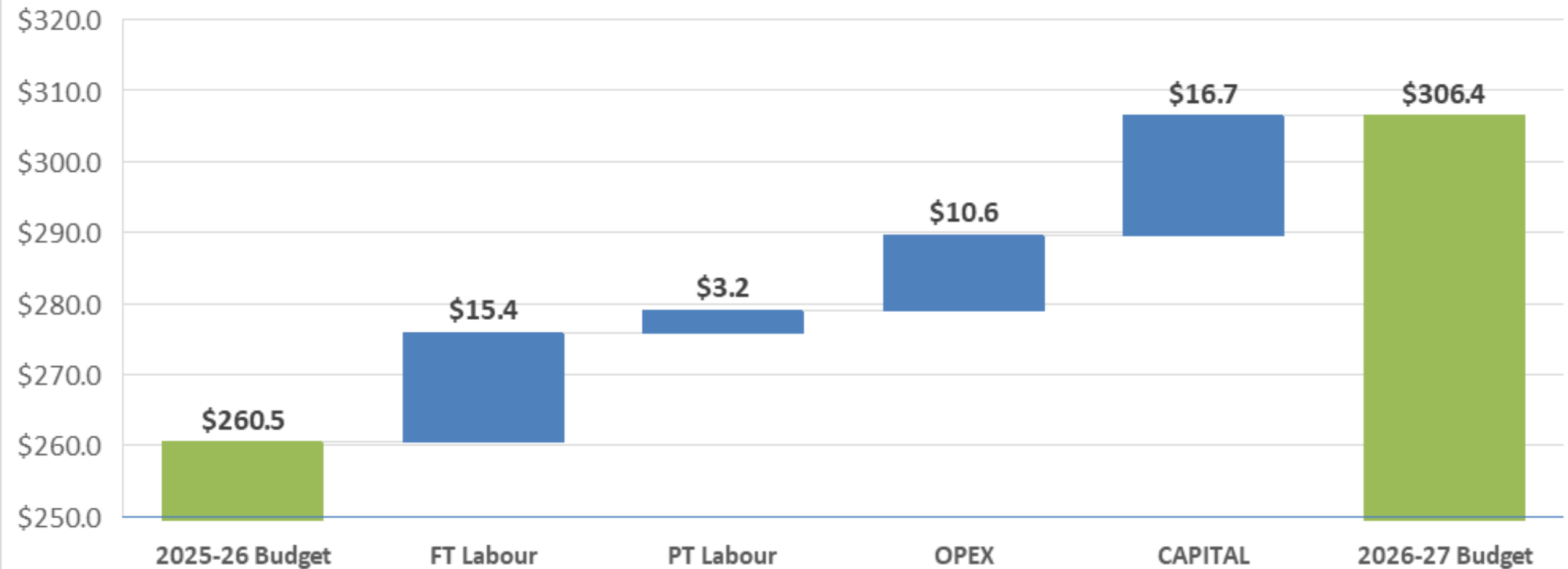
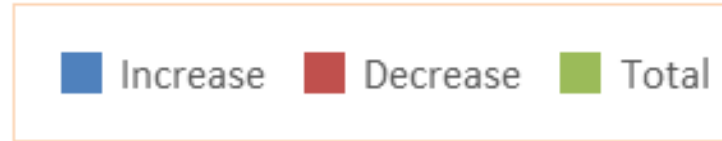
# Revenue YOY Changes

## Total Revenue (\$M) Trending: FY25-26 to FY26-27



# Total Operating Expenses YOY Changes

## Total Expense (\$M) Trending: FY25-26 to FY26-27



# Expenses: Investments over 2025-2026

**Labour** ~\$18.6M for existing contracts and new.

\$11.0M for existing contracts

\$2.9M for new positions

\$3.6M for PT teaching support

\$1.1M for revenue-funded PT staff

**AI & Banner Transformation:**

\$2.0M investment to pilot process automation/ enhancements

\$2.4M for Banner Transformation licenses

**Financial Aid:** \$1.6M investment

**Capital Infrastructure:** \$19M major projects: SHA 5<sup>th</sup> Floor & Rec Expansion

## South of Conlin

### - SHA 5<sup>th</sup> floor 2027

- A campus gateway at Conlin & Simcoe
- Flexible buildings to support the ever-changing needs of learners
- Shops, services, that anchor a year-round community engagement
- Pedestrian friendly by shifting parking to outskirts and a new bus loop



# North of Conlin

New 450 Bed Residence  
Opening Sept 2027

- reflect new Vision, Principles, and Goals using landscaping
- Focus on engagement with vibrant residence and recreation
- Engage partners to help leverage land assets and advance institutional objectives



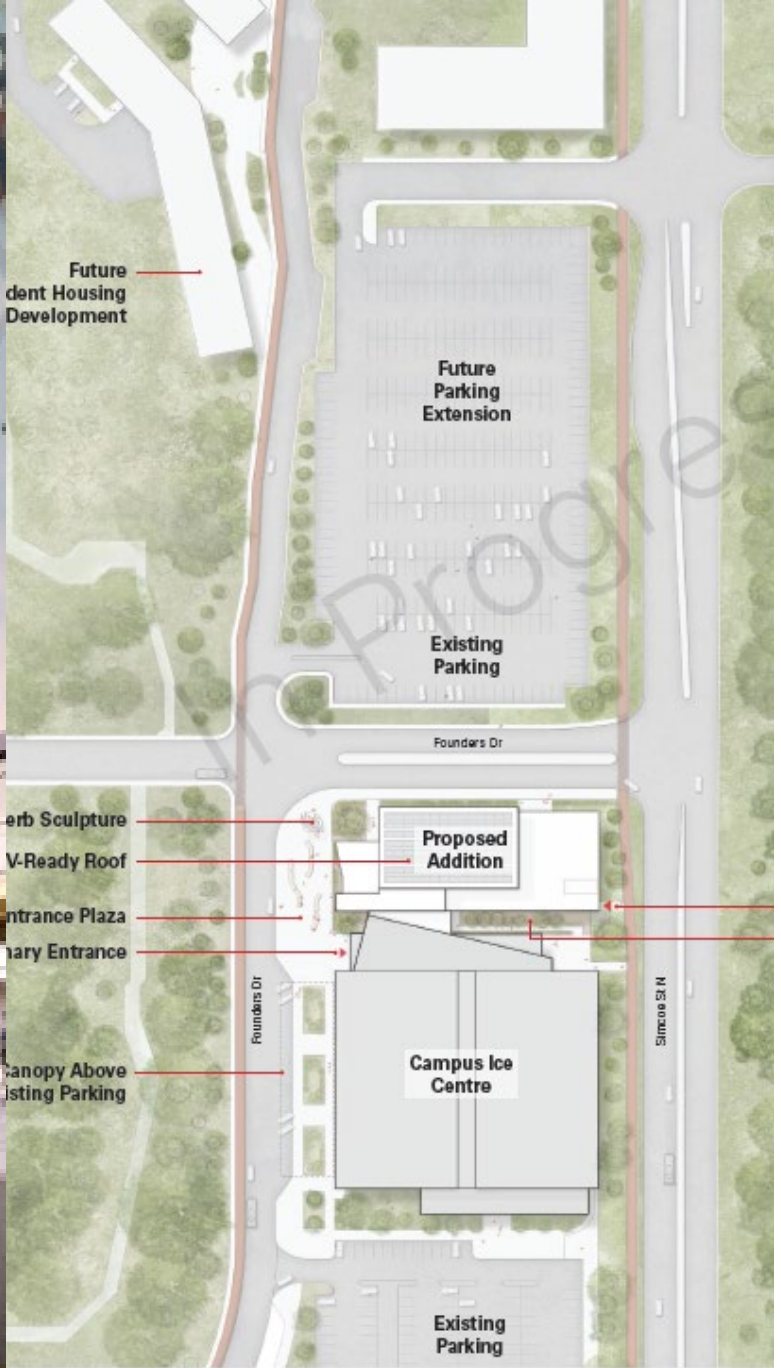
# North of Conlin

## Athletic Expansion

Opening Summer 2028



New Athletic Space

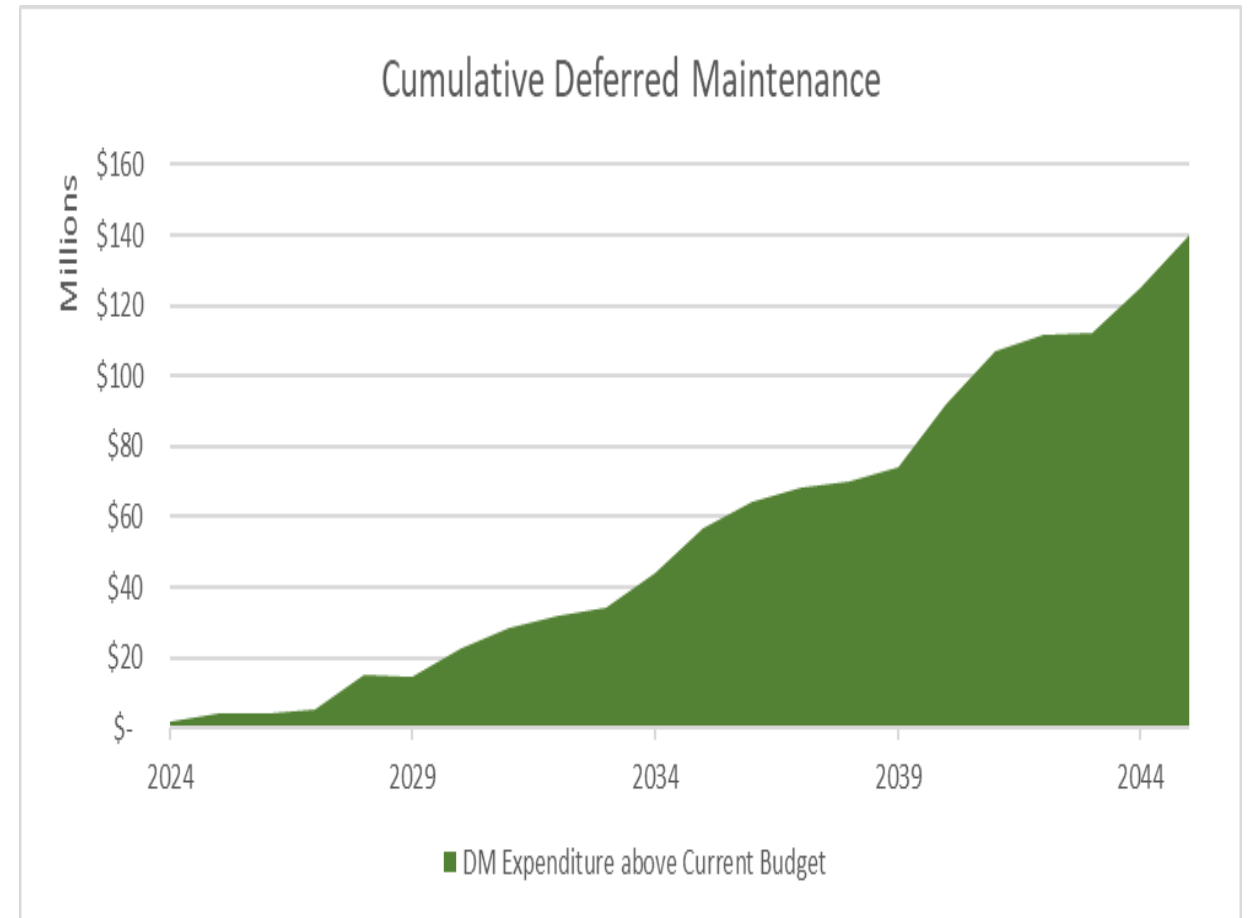


# Multi-Year Budget Forecast

	Budget	Budget	Budget	Budget	Budget
	2025-26	2026-27	2027-28	2028-29	2029-30
<b>Total Revenue</b>	<b>\$ 262,664,682</b>	<b>\$ 310,792,610</b>	<b>\$ 326,004,777</b>	<b>\$ 336,442,515</b>	<b>\$ 346,395,706</b>
<b>FT Labour</b>	138,384,756	153,755,100	160,000,000	167,000,000	174,000,000
<b>PT Labour</b>	27,612,152	30,787,126	32,000,000	33,000,000	34,500,000
<b>OPEX</b>	84,612,286	95,261,594	105,000,000	114,000,000	120,000,000
<b>CAPITAL</b>	9,855,730	26,584,481	25,000,000	18,000,000	14,000,000
<b>Total Expenses</b>	<b>\$ 260,464,924</b>	<b>\$ 306,388,301</b>	<b>\$ 322,000,000</b>	<b>\$ 332,000,000</b>	<b>\$ 342,500,000</b>
<b>Net Surplus/(Deficit)</b>	<b>\$ 2,199,758</b>	<b>\$ 4,404,309</b>	<b>\$ 4,004,777</b>	<b>\$ 4,442,515</b>	<b>\$ 3,895,706</b>

# Reserves

- Best practice: 1.5-2.5% for future capital renewal/maintenance. For Ontario Tech, that equates to \$7 – 11M
- Reserve Ratio outlines a university should have over 90 days. For Ontario Tech would need almost \$70 million in reserves



## Efficiency & Accountability Fund

**Grow to achieve economies of scale:** the business model is broken. frozen grant and tuition combined with rising costs will render certain programs unsustainable without growth, course consolidation, etc.

**Increase alternative revenue streams:** must become less reliant on government restricted levers - broaden the diversify our income.

**Enhance automation:** help highly qualified personnel to move away from transactional tasks and focus on student services and strategic actions.

# Budget Risk/ Risk Mitigation

- **Achieving enrolment targets:** the university normally realized enrolments within  $\pm 2\%$  of its annual estimates. Government policies on international student caps present a significant challenge
- **Achieving SMA4 performance targets and accountability measures:** The university risks losing part of its funding if we fail to meet annual performance targets.
- **Maintaining academic quality and student success:** investments in student well-being and academic success supports continue to grow, but the diversity of our students and their expanding needs outpace the investment.
- **Financial indicators:** the university is rated lower by credit agencies than our sister institutions based on: (i) Liquidity (ii) Sustainability (iii) Performance which impacts borrowing rates.
- **Aging equipment:** the first budget areas to be reduced over the last few years was the repair and replacement of equipment. The chances of equipment failure only increase as the equipment ages.

## Looking Forward .....

**This is a defining moment for Ontario Tech.**

- **Budget pressures still exist (i.e., rising labour costs, inflation)**
- **Time of maturation, growth for the institution**
  - Continue to grow programs, enrolments
  - Investments in academic excellence, students, campus infrastructure
    - **New faculty, staff hires**
    - **Increased financial support for students**
    - **Expanding campus infrastructure**

Questions??



## ACADEMIC COUNCIL REPORT

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**SESSION:**

Public   
Non-Public

**ACTION REQUESTED:**

Decision   
Discussion/Direction   
Information

**TO:** Academic Council

**DATE:** April 28, 2026

**PRESENTED BY:** Nicola Crow, University Secretary and Chief Electoral Officer

**FROM:** Governance & Nominations Committee (GNC)

**SUBJECT:** 2026 Nominations and Election Results Update

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**EXECUTIVE SUMMARY:**

- One of GNC’s responsibilities is to oversee the recruitment, selection, and election process of new members to Academic Council and its committees, and recommend appointments for approval by Academic Council.
- At the April 21 GNC Meeting, GNC approved preliminary appointment recommendations for approval by Academic Council at its April 28 Meeting.
- In June the final steps of the 2026 Academic Council Election process will be completed by GNC and Academic Council.

**KEY CONSIDERATIONS:**

- This is an initial report on nominations and election results for the 2026 Academic Council Election.
- Academic Council’s approval is sought on Teaching Staff appointments to specific positions.

**BACKGROUND/CONTEXT:**

- The 2026 Academic Council Election took place in accordance with the [Academic Council Procedures for the Election of Teaching Staff, Administrative Staff and Student Members](#) (“Election Procedures”) and the Election Timeline that was approved by GNC in January 2026.
- Candidates’ eligibility to participate in the election was verified.
- In accordance with section 7.9 of the Election Procedures, “When the Nomination Period has closed, if the number of candidates nominated is equal or less than the

Academic Council positions available in a particular constituency, the candidates shall be acclaimed.”

- In accordance with section 10.1 of the Election Procedures, “Depending on the number of vacancies in each constituency group, the candidate(s) with the highest number of votes in the election will be deemed the successful candidate(s).”

## **ELECTION OF TEACHING STAFF TO ACADEMIC COUNCIL AND ACADEMIC COUNCIL COMMITTEES:**

### **Academic Council**

- Frazer Faculty of Education: Of the nominations received, there was one (1) candidate for the open Teaching Staff seat on Academic Council, which was the same as the one (1) vacancy.
- Faculty of Health Sciences: Of the nominations received, there were three (3) candidates for the open Teaching Staff seat on Academic Council, which were greater than the one (1) vacancy.
- Faculty of Science: Of the nominations received, there were two (2) candidates for the open Teaching Staff seats on Academic Council, which were the same as the two (2) vacancies.
- Faculty of Social Science and Humanities: Of the nominations received, there was one (1) candidate for the open Teaching Staff seats on Academic Council, which was less than the two (2) vacancies.
- Faculty at Large: Of the nominations received, there were six (6) candidates for the open Teaching Staff seats on Academic Council, which were greater than the five (5) vacancies.
- The following Teaching Staff were the successful candidates for Academic Council:
  - Frazer Faculty of Education:**
    - Wendy Barber (acclaimed)
  - Faculty of Health Sciences:**
    - Ginny Brunton
  - Faculty of Science:**
    - Denina Simmons (acclaimed)
    - Eric Rapos (acclaimed)
  - Faculty of Social Science and Humanities:**
    - Shannon Vettor (acclaimed)
  - Faculty at Large:**
    - Andrew Hogue
    - Atef Mohany
    - Amirkianoosh Kiani
    - Robert Bailey
    - Natalie Oman

### **Academic Appeals Committee:**

- Of the nominations received, there were two (2) candidates for the open Teaching Staff seats on the Academic Appeals Committee, which was fewer than the three (3) vacancies.
- The following Teaching Staff were the successful candidates for this Committee:
  - Pariss Garramone (acclaimed)
  - Atef Mohany (acclaimed)

**MOTION:**

*That pursuant to the recommendation of the Governance & Nominations Committee, Academic Council hereby approves the following appointments to the Academic Council and its Committees:*

*Teaching Staff positions on Academic Council for the term of September 1, 2026 to August 31, 2029:*

- ❖ Frazer Faculty of Education: Wendy Barber*
- ❖ Faculty of Health Sciences: Ginny Brunton*
- ❖ Faculty of Science: Denina Simmons*
- ❖ Faculty of Science: Eric Rapos*
- ❖ Faculty of Social Science and Humanities: Shannon Vettor*
- ❖ Faculty at Large: Andrew Hogue*
- ❖ Faculty at Large: Atef Mohany*
- ❖ Faculty at Large: Amirkianoosh Kiani*
- ❖ Faculty at Large: Robert Bailey*
- ❖ Faculty at Large: Natalie Oman*

*Teaching Staff positions on the Academic Appeals Committee for the term of September 1, 2026 to August 31, 2029:*

- ❖ Pariss Garramone*
- ❖ Atef Mohany*

**NEXT STEPS:**

- Final steps in the 2026 Academic Council Election process will be undertaken at the GNC June meeting, in readiness for the June Academic Council meeting, including making recommendations for approval for Academic Council Committees' membership.

**SUPPORTING REFERENCE MATERIALS:**

- Certificate of the Chief Electoral Officer – Academic Council Election 2026



April 21, 2026

## Chief Electoral Officer Election Certificate – 2026 Academic Council Election

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As the Chief Electoral Officer for the Academic Council elections for the University, it is my responsibility to oversee the conduct of elections within the established policies and procedures, in order to ensure the integrity and fairness of the election process.

My review of the elections for teaching staff and student representatives on Academic Council takes into account the conduct of the election process, as well as any complaints received regarding conduct of candidates during the elections. During this election process, there were no complaints received regarding the conduct of the elections.

It is my opinion that the election process was conducted fairly and in accordance with the *Academic Council Procedures for the Election of Teaching, Non-Academic Staff and Student Representatives*.

Based on the election results, I hereby certify to Academic Council that the following Teaching Staff members were eligible to run as candidates, were the sole nominees for the specified position, and were properly acclaimed to Academic Council for the term of September 1, 2026, to August 31, 2029:

- **Frazer Faculty of Education: Wendy Barber**
- **Faculty of Science: Denina Simmons, Eric Rapos**
- **Faculty of Social Science and Humanities: Shannon Vettor**

Based on the election results, I hereby certify to Academic Council that the following Teaching Staff members were eligible to run as candidates and were duly elected to Academic Council for the term of September 1, 2026, to August 31, 2029:

- **Faculty of Health Sciences: Ginny Brunton**
- **Faculty at Large: Andrew Hogue, Atef Mohany, Amirkianoosh Kiani, Robert Bailey, and Natalie Oman**

Based on the election results, I hereby certify to Academic Council that the following Teaching Staff members were eligible to run as candidates, were the sole nominees for the specified position, and were properly acclaimed to the Academic Appeals Committee for the term of September 1, 2026, to August 31, 2029:

- **Pariss Garramone**
- **Atef Mohany**

Nicola Crow  
Chief Electoral Officer  
University Secretary

## ACADEMIC COUNCIL REPORT

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**SESSION:**

Public  
Non-Public

**ACTION REQUESTED:**

Decision  
Discussion/Direction  
Information

**TO:** Academic Council

**DATE:** April 28, 2026

**PRESENTED BY:** Nicola Crow, University Secretary

**FROM:** Governance & Nominations Committee (GNC)

**SUBJECT:** Academic Council Meeting Format

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**EXECUTIVE SUMMARY:**

- As GNC is responsible for advising Academic Council (AC) on its governance structure and processes, AC's meeting format falls within GNC's purview to review.
- At the April 21 GNC Meeting, following a Steering Committee recommendation, GNC recommended for approval by AC a change in AC's meeting format starting in the 2026-2027 academic year.
- The recommended change is for in-person meetings from September to June except for January and February which will be virtual.

**KEY CONSIDERATIONS:**

- More in-person meetings support stronger governance, interaction, and collegial networking opportunities.
- Academic Council's approval is sought on changing its meeting format starting in the 2026-2027 academic year.
- The option to have meetings take place at North and Downtown Campuses will be explored subject to suitable space availability and logistical considerations.
- A phone-in option may be considered for when members are unable to attend due to exigent/emergency circumstances preventing their in-person attendance.
- 2023 was the last time AC's meeting format was reviewed following the shift in format arising from the pandemic.

**Motion for Consideration:**

*That pursuant to the recommendation of the Governance & Nominations Committee, Academic Council hereby approves a change to its meeting format beginning in the 2026-2027 Academic Year, whereby meetings will be held in person from September to*

*June, except for virtual meetings in January and February, with the option of a virtual meeting in March if there are inclement weather conditions.*

**NEXT STEPS:**

- Following Academic Council's approval, the Secretariat will send out calendar invitations for the 2026/2027 academic year reflecting the approved in-person and virtual meetings schedule.

## ACADEMIC COUNCIL REPORT

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**SESSION:**Public **ACTION REQUESTED:**Decision   
Discussion/Direction   
Information Financial Impact  Yes  NoIncluded in Budget  Yes  No**TO:** Academic Council**DATE:** April 28, 2026**FROM:** Research Committee**PRESENTED BY:** Les Jacobs, Vice-President, Research and Innovation**SUBJECT:** The Centre of Police Science, Education, and Training

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**COMMITTEE MANDATE:**

In accordance with Article 1.4(b) of By-law No. 2 and the [Procedures for the Creation of Research Entities](#) (“the Procedures”), Academic Council makes recommendations to the Board on matters including the establishment of research centres.

**Recommendation:** The Research Committee, at its January 29, 2026 meeting, reviewed the proposal to create the Centre of Police Science, Education, and Training proposed by twenty Faculty Members from across the Faculty of Health Sciences (FHSci), Faculty of Social Science and Humanities (FSSH) – the lead Faculty, Faculty of Business and Information Technology (FBIT), Faculty of Science (FSci), Frazer Faculty of Education (FEEd), and the Faculty of Engineering and Applied Science (FEAS), along with three individuals from the Barrie Police Service.

We request that Academic Council review the Centre of Police Science, Education, and Training proposal and find it appropriate to recommend to the Board of Governors for approval.

**BACKGROUND/CONTEXT & RATIONALE:**

Ontario Tech University encourages and provides a mechanism for the formal establishment of research entities such as research institutes and centres. Research institutes/centres should be cross faculty, and proposals are sponsored by the leading Faculty’s Dean. The process for the establishment of research entities is outlined in the Procedures.

Canada’s public safety and law enforcement sectors are undergoing rapid transformation due to technological change, evolving legal frameworks, and shifting societal expectations. There is a growing demand for evidence-based policing, interdisciplinary research, and stronger

collaboration between academic institutions and police services to address increasingly complex challenges. Currently, no centralized national hub exists that is dedicated specifically to advancing police science through coordinated research, training, and knowledge mobilization. Establishing the Centre would position Ontario Tech University as a leader in this emerging field by bringing together multidisciplinary expertise and fostering partnerships with police services and public safety organizations. The proposed Centre is intended to enhance innovation, improve policing practices, and strengthen public trust through collaborative research initiatives.

### **RESOURCES REQUIRED:**

The proposed Centre requires some operational resources to support its launch and ongoing activities. Administrative support will be provided by existing University staff or a designated student assistant who will manage the Centre's online presence, including maintaining its website and social media, as well as handling limited administrative tasks such as processing applications. These individuals will remain University employees and be compensated through existing contracts.

Financially, the Centre will rely on multiple funding streams to ensure sustainability. Initial start-up seed funding has been committed by the Barrie Police Service to support early operations and demonstrate the value of academic-police partnerships, with continued long-term support anticipated from this founding partner. Additional funding will be pursued through external grants and programs, including Mitacs programs, SSHRC, the New Frontiers in Research Fund, the Canadian Foundation for Innovation, CIHR, NSERC, and defence-related programs such as MINDS and IDEaS. Long term, the Centre also expects to undertake paid research contracts with police services.

Start-up seed funding will cover essential launch costs, including dedicated desktop computers for secure research work, a large screen for virtual collaboration, marketing and outreach materials, branding and promotional items, travel to meet with police services and present at professional conferences, and development of a web and social media presence.

#### *Staffing Requirements and Governance Structure*

University office staff and/or a designated student assistant (e.g., University Works student) will be required to manage the Centre's online presence, including creating and maintaining a Centre website and social media accounts, and completing limited administrative tasks (e.g., processing applications). They will remain employees of the University and will be compensated as part of their regular contracts.

#### *Budget and Financial Requirements*

In terms of funding, we intend to pursue multiple avenues to ensure the financial sustainability of the Centre.

The Barrie Police Service has committed to providing initial seed funding to help get the Centre operational and to demonstrate to other police services the benefits of police research and academic-police partnerships. They have also committed to supporting the Centre in the long term as a founder and full partner. We expect to utilize this initial money to help bring additional police services on board.

To ensure data security, it would be ideal to immediately have dedicated computers that remain in the Centre's locked space on campus rather than depending on staff to use their own laptops. A small amount of start-up funding could be used to purchase two desktops for Centre staff. A large screen which could be used to hold teleconferences with other entities

and stakeholders would also be of use. Start-up funds would also be essential to advertise and market the Centre to police services and other law enforcement agencies, government entities and community organizations intersecting with police work. Incorporating research into policing is relatively new and requires in-person meetings with police leadership and discussions of the benefits that could come from active police service and personnel participation in the Centre. This will require travel to police services for meetings and for presentations to be given at events hosted by police organizations (e.g., Canadian Association of Chiefs of Police, Ontario Association of Chiefs of Police, Canadian Association of Police Governance). We also require a logo and branding with accompanying swag that can help to advertise the Centre at important events and to key leaders in policing. We also need to develop an online presence and actively promote the Centre (e.g., website, social media).

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

The proposed Centre of Police Science, Education, and Training closely aligns with Ontario Tech University's Strategic Research Plan (2025-2030) by advancing key institutional priorities such as Artificial Intelligence, Autonomous Systems, Community Well-Being, and Justice and Social Innovation. Its focus on data-driven research, interdisciplinary collaboration, and technological innovation directly supports these themes while addressing complex policing and public-safety challenges. The Centre also reflects core institutional attributes, including Tech with a Conscience, Partnerships, and Learning Re-imagined, through ethical innovation, applied training, and collaboration with police services. These efforts mirror the plan's guiding values of community impact, responsible technology, and cross-sector partnerships. Additionally, the Centre strengthens inclusive research excellence by building networks among academics, public institutions, and community stakeholders. Overall, it reinforces the University's mission to advance research that improves public institutions and community well-being.

#### **CONSULTATION:**

Consultation and feedback on the establishment of the Centre of Police Science, Education, and Training were carried out at different levels among all Faculties, starting from September 20, 2023 to present. Each member listed in the proposal has had an opportunity to review the proposal and provide feedback. The Centre continues to solicit members and feedback. Since presenting to the Research Committee on January 29, 2026, four new members have been added. The proposal was presented to FSSH via its 2025-2026 Integrated Plan on October 24, 2025 and presented in full to FSSH during its March 25<sup>th</sup>, 2026, Faculty Council meeting. The proposal was discussed with the University Research Committee on January 29, 2026, where it was agreed upon, in principle, to forward it to Academic Council.

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

The establishment of the Centre of Police Science, Education, and Training aligns with Ontario Tech University's Procedure for the Creation of Research Units, Centres, and Institutes.

#### **NEXT STEPS:**

May 7, 2026: Board of Governors for approval.

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

*That pursuant to the recommendation of the Research Committee, Academic Council hereby recommends the establishment of The Centre of Police Science, Education, and Training for approval by the Board of Governors, as presented.*

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

- Centre of Police Science, Education, and Training Proposal, including one appendix.

# PROPOSAL FOR THE ESTABLISHMENT OF THE CENTRE OF POLICE SCIENCE, EDUCATION, AND TRAINING

Ontario Tech University

March 18, 2026

**Name of the Entity:**

Centre of Police Science, Education, and Training

**1. Proposers – including name, title, and contact information**

Dr. Christopher O'Connor, Associate Professor, (FSSH – Ontario Tech),

Rich Johnston, Chief of Police, (Barrie Police Service),

Dr. Peter Stoett, Professor of International Relations (FSSH – Ontario Tech),

Dr. Amy-May Leach, Professor and Associate Dean of Research, Innovation, and Graduate Studies (FSSH – Ontario Tech),

Dr. Joseph Eastwood, Associate Professor, (FSSH – Ontario Tech),

Dr. Kanika Samuels Wortley, Associate Professor, Canada Research Chair in Systemic Racism, Technology and Criminal Justice, (FSSH – Ontario Tech),

Madison Charman, Organizational Researcher, (Barrie Police Service),

Stephanie McKibbon, Sergeant, Barrie Police Service

Dr. Karla Dhungana Sainju, Associate Professor, (FSSH – Ontario Tech),

Dr. Karla Emeno, Associate Professor, (FSSH – Ontario Tech),

Dr. Tyler Frederick, Associate Professor and Acting Associate Dean of Undergraduate Student Experience, (FSSH – Ontario Tech),

Dr. Logan Ewanation, Assistant Professor, (FSSH – Ontario Tech),

Dr. Lindsay Malloy, Professor and Research Excellence Chair in Youths' Legal Decision Making, (FSSH – Ontario Tech),

Dr. Andrea Slane, Professor, (FSSH – Ontario Tech), [a](#)

Dr. James Walsh, Associate Professor, (FSSH – Ontario Tech),

Dr. Scott Nokleby, Professor and Associate Dean, (FEAS – Ontario Tech),

Dr. Miguel Vargas Martin, Professor, (FBIT – Ontario Tech),

Dr. Bill Kapralos, Associate Professor, (FBIT – Ontario Tech),

Dr. Kamal Smimou, Associate Professor, (FBIT – Ontario Tech),

Dr. Patrick Hung, Professor, (FBIT – Ontario Tech),

Dr. Jennifer Laffier, Assistant Professor, (Frazer Faculty of Education – Ontario Tech),

Dr. Theresa Stotesbury, Associate Professor, (Faculty of Science – Ontario Tech),

Dr. Hélène LeBlanc, Associate Professor, (Faculty of Science – Ontario Tech),

Dr. Vivian Stamatopoulos, Associate Teaching Professor, (FSSH – Ontario Tech),

Dr. Khalil El-Khatib, Professor, (FBIT – Ontario Tech),

Dr. Peter Lewis, Associate Professor and Canada Research Chair in Trustworthy Artificial Intelligence, (FBIT – Ontario Tech),

Dr. Shannon Vettor, Associate Teaching Professor, (FSSH – Ontario Tech),

## **2. Background Description and Justification**

### **2.1. Explain why the entity is needed at Ontario Tech, and if possible, the larger community.**

We propose to establish the Centre of Police Science, Education, and Training at Ontario Tech University to address several unmet policing and community research needs, as outlined below. Ontario Tech is a world leader in research on crime, justice, and forensic sciences (Ontario Tech University Strategic Research Plan [SRP] 2020-2025). Moreover, it is at the forefront of education and training on forensic topics as one of the few universities in Canada offering advanced programs in Forensic Psychology, Forensic Science, Legal Studies, and Criminology and Justice. Thus, Ontario Tech is at the cutting edge of the unique application of technology, the sciences, and social sciences to the justice system. The Centre will advance Ontario Tech's strategic research priorities through interdisciplinary research drawing on diverse expertise from across Ontario Tech Faculties, connecting with organizations and government entities whose work intersects with policing, and leveraging police partnerships.

#### *Centre of Police Science, Education, and Training Vision*

To be a global leader in transforming and improving policing and how communities are policed using research, data, science, collaboration, technology, education, and training to drive change and innovation.

#### *Centre of Police Science, Education, and Training Mission*

Our mission is to advance policing as a science, improve policing through research, and have police policy and actions be evidence-based. Accomplishing this is essential to police legitimacy and public support for policing approaches. We are committed to rigorous and independent research focused on improving community well-being, enhancing public safety and perceptions

of safety, and fostering positive interactions with the police. We also work collaboratively to help solve complex contemporary challenges that intersect with policing but require multi-disciplinary and diverse community partnerships to address. In doing so, we will leverage data, scientific principles, technology, education, training, and collaboration to advance a research-driven and scientific approach to enhancing community safety and well-being.

### *The need for a Centre of Police Science, Education, and Training*

Policing is in a state of transition as it grapples with several contemporary challenges and controversies. For example, the recruitment and retention of police officers, ensuring the mental health of officers, and understanding the impacts of emerging technologies at their disposal (e.g., artificial intelligence (AI), facial recognition) are increasingly difficult. Similarly, there are questions about the role police should play in addressing issues such as encampments, protests, and mental health calls, to name only a few. Also, crimes are increasing in complexity (e.g., auto theft, cybercrime, fraud), which requires new approaches and collaborations (sometimes globally) for them to be adequately addressed. The issues intersecting with contemporary policing do not just affect the police themselves but also citizens and communities. For example, democratic policing hinges on community trust and public confidence in the police and facilitating ongoing relationships with diverse groups of people, including but not limited to youth, racialized populations, aging populations, and rural communities. In Ontario, the new *Community Safety and Policing Act, 2019* (which came into force April 1, 2024) emphasizes the need for police services to demonstrate how they will “provide adequate and effective police services” to the communities they police. A key part of demonstrating this will entail drawing on high-quality data, analysis, evidence, and research. The Centre will serve as a research hub to help tackle some of the most pressing issues facing police services and communities.

The Centre draws inspiration from arguments put forward that policing needs to be considered a science and the movement toward evidence-based policing (Sherman, 2013; Nagel and Vera, 2020; Weisburd and Neyroud, 2011). Evidence-based policing (EBP) emphasizes the use of the scientific method to inform police practices. It argues that policing should be guided by research and academic literature that is methodologically rigorous, and done in partnership with academics or by police personnel within police services who have the skills, knowledge, and training to facilitate such research. These police personnel are often referred to as ‘pracademics’ as they straddle both the academic and practical worlds of policing, but also include crime, intelligence, and research analysts. Also, while EBP has rarely been invoked in other types of policing work (e.g., military police, by-law enforcement) beyond the public police, EBP’s emphasis on the scientific method could substantially benefit from such an approach being applied. The Centre will serve as a collaborative space for police personnel, ‘pracademics’ working in policing and other community organizations, government, and academics to work together on issues facing, and intersecting with, policing.

Considering policing as a science and improving its research rigour and base of evidence is essential if police services are to effectively respond to crime and harm, support victims, and efficiently use resources. These must be able to stand up to scientific and public scrutiny. Doing so improves police transparency, accountability, legitimacy, and public trust and cooperation with the police, all things badly needing shoring up as public support for police declines

(Ruddell, 2022). The Centre will work toward providing a solid evidence/research base from which policing can better do its work. In doing so, the Centre will work toward breaking down the silos that currently exist between academics and police personnel (Charman et al., 2025; Griffiths, 2014) in order to promote more research-informed policing, improved police decision-making grounded in evidence-based research, and improved research-based responses to complex social issues.

Public policing in Canada intersects with a variety of other types of law enforcement personnel (e.g., by-law enforcement officers, border services officers, correctional officers, conservation officers) and other types of police, both domestically (e.g., military police) and internationally (e.g., International Criminal Police Organization [INTERPOL]). It also intersects with a variety of community organizations (e.g., organizations serving vulnerable persons) and personnel (e.g., social workers), and governmental entities (e.g., National Defence, NATO). Collaboration across these personnel, organizations, and entities are essential to the safety and security of Canadians. Technologies (e.g., drones) and trainings are often shared across these various sectors. Additionally, the Department of National Defence's recent mandate to substantially grow the number of reserve and citizen soldiers in Canada (Brewster, 2025) parallels police officer and volunteer police recruitment struggles and efforts. Due to recent threats to Canada's sovereignty, there have also been calls for Canada to create a Civil Defence Corps to respond to disasters and in times of crises, and for Canadians to begin to take more responsibility over securing their energy, water, and mineral resources, as well as Arctic territories. This means more volunteers would be needed to take on police-adjacent tasks, respond to emergencies, be trained to defend against cyberthreats and disinformation, and work together to build resilient communities (MacLeod, 2025). Examining these intersections provides chances for personnel, organizations, and agencies to learn from each other and collaborate on strategies, but we currently know little about how these collaborations play out in practice or how some of the potentialities could be realized. The Centre will work toward developing an understanding of how these various personnel, organizations, and government entities intersect with the public police and look for opportunities to collaborate to enhance the safety and security of Canadians.

While EBP has made inroads in Canada and globally, much more work is needed before policing can be considered a science. Many challenges remain to be overcome before EBP becomes the norm in police services. First, there is still a reluctance from police officers and police services to embrace EBP in their day-to-day operations (Bullock & Tilley, 2009; Koziarski & Kalyal, 2021; Lumsden, 2016; Tomkins & Bristow, 2023). Second, there is a lack of a research culture in policing that could help facilitate scientific approaches to policing (O'Connor et al., 2022). Third, there is generally a lack of research on several policing topics (Bullock & Tilley, 2009), especially in the Canadian context. For example, there is a need for research on 'what works' in policing, how to address the mental health needs of police officers, the key competencies that police leaders require, how technology is used in policing, and how to build collaborative partnerships across police, government, and academics, to name only a few (Charman et al., 2025; Griffiths, 2014; O'Connor and Shon, 2025). Fourth, academic research does not always easily translate into actionable items that police can use to direct operations, responses, and practices. Fifth, EBP requires police leaders, officers, and personnel to know about research and how to use it to promote change within their services, which will require communicating about and educating all police personnel on research (Cherney et al., 2019; Koziarski & Kalyal, 2021;

Selby-Fell & Newton, 2022; Telep & Somers, 2019). While these are significant challenges, there is a need and an opportunity for a Centre of Police Science, Education, and Training in Canada to help overcome these hurdles and facilitate embedding EBP and a research culture within Canadian policing.

There have been ongoing calls for closer ties between police services and academic institutions that have gone unmet. For example, in 2013, Public Safety Canada and the Canadian Police Knowledge Network hosted a summit that highlighted the untapped opportunities for police training to be more closely tied to post-secondary institutions (Public Safety Canada and The Canadian Police Knowledge Network, 2013). The Council of Canadian Academies (2014) published a report from an expert panel on the future of Canadian policing models, which called for police to more closely collaborate with academics and the community to address complex policing issues and to provide a more solid evidence base for policing. As stated in the report, “[e]vidence-based policing, a core component of police professionalization, depends on a robust, domestic police research capacity supported by effective linkages between police and research institutes that are conducive to knowledge development and transfer.” (p. 111). Similarly, Epstein’s (2021) independent review into missing person investigations in Toronto recommends “the creation of a regional centre for policing practices in policing and in educating about policing” (p. 84). The Centre would be poised to fill an important knowledge gap within the Canadian context. This will benefit the larger community by supporting empirical evaluations of crime and policing. The intent is that this work will improve police policies and training, leading to safer, healthier communities.

Finally, despite Ontario Tech’s reputation as a centre for forensic innovation, there have been barriers to long-term research partnerships with police services. Although positive intentions and motivations are expressed, differences in organizational structures, funding models, work schedules, and staff mobility have resulted in underdeveloped partnerships. Providing clarity around structure, overarching purpose, and engagement pathways may help strengthen collaboration. The Centre will formalize a core research strength at Ontario Tech and contribute to its objective to optimize the matching of research strengths to opportunities through new research centres (SRP 2020-2025). Importantly, it will foster collaborations, empirical work, funding initiatives, and knowledge mobilization between Ontario Tech and police services as well as across Faculties and other academic institutions. We anticipate significant involvement of Ontario Tech undergraduate and graduate students in these activities, resulting in unique experiential learning opportunities.

## **2.2. Describe how the entity will foster synergistic collaboration that would not otherwise be possible, and how the entity would facilitate research among scholars within the university and in the wider community.**

In Canada, there are few dedicated police research centres and institutes and instead, police research is mostly housed within broader institutes studying a range of criminal justice issues or in an individual researcher’s lab. This has meant that there is a sparse amount of dedicated and applied research on policing in Canada (Council of Canadian Academies, 2014). Historically, police services have been reluctant to share data and access to personnel due to concerns over

public scrutiny and safety. Although researchers have certainly been successful in establishing collaborations with police services in the past, that has typically been due to the specific individuals involved in the initiatives and, thus, lacked continuity and sustainability (i.e., once the researcher or officer has moved on, the research relationship ends). To date, few official opportunities to forge relationships, sparse resources, systemic barriers to conducting research, and limited reach when disseminating findings have restricted the scope of research. A Centre focused on advancing policing as a science has an opportunity to foster synergistic collaboration in several ways and address many of these issues.

- The Centre director will assist with the formation of collaborations at the individual level (e.g., identifying synergies between researchers and police personnel and carrying out introductions) and organizational level (e.g., putting out calls for research, organizing speaking panels featuring researchers and officers).
- Opportunities for undergraduate student co-ops and practicums will be increased as new partnerships are formed with police services and other police-adjacent organizations.
- Resources for research will be increased, as there will be funded graduate student assistantships (with the potential for funded postdoctoral scholars) and there are plans for Centre-focused funding applications (e.g., MITACS, SSHRC partnership grants).
- Having all studies reviewed by a central steering committee – which is comprised of Ontario Tech University and police personnel – will legitimize data collection efforts; these will also be directly facilitated by the Centre director. Researchers will have better access to existing policing data and the recruitment of officers as research participants, enhancing the diversity and depth of research activities. Police services will have access to timely and relevant research.
- The Centre will encourage an interdisciplinary approach to tackling complex community challenges that intersect with policing, bringing together a range of disciplines, perspectives, and methodologies.
- While the focal point of the Centre will be the public police (e.g., municipal, provincial, and federal police services), we also see opportunities to explore ‘policing’ more broadly conceived through the various personnel, organizations, and government entities that intersect with the work of the public police and those that do similar public police-adjacent work.
- Existing barriers to carrying out research, such as the prolonged legal approvals process, will be reduced by streamlining applications and ensuring institutional buy-in at the outset.
- The Centre will prioritize the national and international dissemination of findings by requiring that researchers carry out officer- and layperson-focused mobilization plans, sharing all works across its networks and incorporating them into professional development and training initiatives as appropriate.
- The Centre will help formalize already existing police research relationships and research being conducted under one location that can give voice and attention to this research. It will also help create new opportunities amongst researchers and police personnel to design and carry out cutting-edge research, especially for those who have not worked together previously, by providing a collaborative space for these relationships to be built.

- Regular meetings of the steering committee and scheduled events and meetings with members of the Centre will be used to provide updates, build collaborative relationships, and facilitate interdisciplinary and research discussions.

On the whole, the Centre will serve as a collaborative platform for joint research initiatives, knowledge exchange, and the advancement of best practices in policing. Beyond improving the knowledge base, this will lead to better-informed and trained officers, increased use of evidence-based approaches in policing, enhanced community safety, and an improved justice system.

### **3. Research Mandate**

#### **3.1. Outline the type of research to be performed and identify the scope of activities envisaged.**

Research will focus on various aspects of public policing and topics that intersect with policing more generally or are police-adjacent. We expect diversity in terms of disciplinary foci (e.g., forensic psychology, criminology, computer science, legal studies, health, engineering, forensic science, business, national defence and security, and education), research topics, and methodologies. We envision the relationship between the Centre and police personnel and other organizations and agencies as bidirectional and collaborative, where projects originate from Centre researchers, police personnel, and others whose work intersects with policing, bring research questions and ideas forward to the Centre for investigation, and where Centre researchers, police personnel, and others co-create and examine research questions together.

The Centre will conduct research across five interconnected clusters: 1) Police Operations; 2) Police Organizational Wellness; 3) Collaborative Problem-Solving for Community Safety and Well-Being; 4) Education and Training; and, 5) Police Technology Use and Impacts. The clusters help capture existing expertise at Ontario Tech and were designed in consultation with the Barrie Police Service, who helped identify areas of research need in policing (listed in order of importance below). These clusters help to bring together researchers, police personnel, and others whose work intersects with policing to discuss and pursue similar interests and research agendas and are intended to help prompt new collaborations and research possibilities.

#### *Cluster 1: Police Operations*

**Cluster Members:** K. Dhungana Sainju; J. Eastwood; K. El-Khatib; K. Emeno; L. Ewanation; T. Frederick; A. Leach; P. Lewis; L. Malloy; S. Nokleby; C. O'Connor; A. Slane; K. Smimou; S. Vettor

This cluster will bring together researchers and police personnel to research ways to improve police operations. The goal will be to provide evidence-based recommendations to improve policing practices. Possible research topics include but are not limited to: investigative interviewing and interrogation, crime prevention, geographic profiling, crime analysis, procedural justice, patrol, hotspots policing, police legitimacy, sharing data within and across police services, collaborating with other police entities on national defence and international crime issues, volunteer police, dispatchers, drones used as first responders and for patrolling high crime spots, public attitudes toward and satisfaction with police, police governance, evidence-

based policing, data-driven decision-making, maintaining public order, implementing legislative changes to operations, police interactions with vulnerable populations (e.g., Indigenous, Black, and racialized communities, children, older adults), responding to technology-facilitated crimes (e.g., fraud, cybercrime, money laundering), community support and relationship-building, and reducing crime, harm, and victimization through police strategies.

### ***Examples of Expertise and Ongoing Research***

- **Emeno, K.**, Pullman, M., and Bennell, C. (2025). Examining the boost account for repeat and near repeat burglary in Canada. *International Criminal Justice Review*. 35(1): 29-42.
- Baker, T., Pelfrey, W., Bedard, L., **Dhungana, K.**, Gertz, M., and Golden, K. (2014). Female inmates' procedural justice perceptions of the police and courts: Is there a spill-over of police effects? *Criminal Justice and Behavior*. 41(2): 144-162.
- **O'Connor, C.D.**, Ng, J., Hill, D., and Frederick, T. (2022). Police analysts on the job in Canada: Work experiences, data work, and the move towards evidence-based policing. *Police Practice & Research*. 23(4): 458-472.
- **Malloy, L.C.**, Orbach, Y., Lamb, M.E., & Walker, A.G. (2017). How and why prompts in forensic investigative interviews with preschool children. *Applied Developmental Science*. 21: 58-66.
- Koziarski, J., **O'Connor, C.D.**, and **Frederick, T.** (2021). Policing mental health: The composition and perceived challenges of co-response teams and crisis intervention teams in the Canadian context. *Police Practice and Research: An International Journal*. 22(1): 977-995.
- **Malloy, L.C.**, Shulman, E.P., & Cauffman, E. (2014). Interrogations, confessions, and guilty pleas among serious adolescent offenders. *Law and Human Behavior*, 38: 181-193.
- **Smimou, K.** (2024). Financial crimes: A bibliometric review and future research agenda. Working paper.
- **Ewanation, L.**, Bennell, C., Tonkin, M., & Santtila, P. (2023). Receiver operating characteristic curves in the crime linkage context: Benefits, limitations, and recommendations. *Applied Cognitive Psychology*. Advanced online publication. <https://doi.org/10.1002/acp.4122>
- **Ewanation, L.**, & Maeder, E. M. (2023). The influence of race on jurors' perceptions of lethal police use of force. *Law and Human Behavior*. 47(1): 53–67.
- Alavi, A., **Stotesbury, T.**, & **Lewis, P.R.** (2026). Technical note: The impact of image size on bloodstain pattern analysis using machine learning. *Forensic Science International*. 378, 112728.

### **Cluster 2: Police Organizational Wellness**

**Cluster Members:** K. Dhungana Sainju; T. Frederick; J. Laffier; L. Malloy; C. O'Connor; A. Slane

This cluster will bring together researchers and police personnel to research ways to improve police organizational wellness. This is an area of research that has been identified by police officers and services as a key challenge area in need of focused attention. We envision this

cluster encompassing a range of research topics, including but not limited to: stress and stressors, burnout, stigma and barriers to help seeking, job complexity/ambiguity, mentorship, internal procedures, digital wellness, organizational culture, police culture, trauma-informed practices, officer health and well-being, organizational structure and management, perceptions of danger, leadership styles, women in leadership, organizational decision-making, management practices, recruitment, and the mental health and well-being of first responders, defense, and security personnel broadly conceived.

### ***Examples of Expertise and Ongoing Research***

- Elkington, R., **O'Connor, C.D.**, Castell, T., Sylven, L. (2025). *Effective Police Leadership in the 21st Century: New Paradigms for a Novel Context*. Leeds, UK: Emerald.
- Snow, M.D., Garver, R., & **Malloy, L.C.** (2024). Discrepancies in the perceived role(s) of school resource officers. *Journal of Police and Criminal Psychology*. 39: 573-578. <https://doi.org/10.1007/s11896-024-09650-5>
- **Laffier, J.** (2024, Nov. 25). Digital wellness for new police recruits [Presentation]. Mental Health in the Digital Age Conference, Ontario Tech University, Oshawa, ON.
- **Laffier, J.** (2017, July 8-15). New police recruits: Perceptions and use of emotional intelligence [Paper presentation]. International Academy of Law and Mental Health 58th Conference, Prague, Czech Republic.
- Rimer, J.R., Brown, S., Martin, J. & **Slane, A.** (2025). ‘Once you see it you can’t unsee it’: Law enforcement trauma and immersion in child sexual abuse images online. *Child Protection and Practice*. Article 100085. <https://doi.org/10.1016/j.chipro.2024.100085>

### ***Cluster 3: Collaborative Problem-Solving for Community Safety and Well-Being***

**Cluster Members:** K. Dhungana Sainju; T. Frederick; J. Laffier; P. Lewis; L. Malloy; K. Samuels-Wortley; A. Slane; K. Smimou; V. Stamatopoulos; S. Vettor

Ensuring community safety and well-being is often not an issue that police can resolve on their own. It requires collaboration and research across multiple disciplines, levels of government, organizations, and sectors. This cluster embraces solving problems collaboratively, especially tackling controversial, persistent, or what some have termed ‘wicked problems’ (Head & Alford, 2015). We are also interested in developing best practices for collaboration across multiple sectors, policing types, and disciplines, as well as for collaborating and engaging with the public. Possible research topics include, but are not limited to, community issues that intersect with policing, broadly defined, and how to collaboratively respond: mandatory charge, victimization, bullying, child maltreatment, mitigating and preventing environmental crime, financial crimes, child protection, elder abuse and aging populations, social disorganization, social disorder, the potential to create a Civil Defence Corps of volunteers to take on police-adjacent tasks to respond to disasters, crises, and emergencies, collaborating to ensure national defence and security, public perceptions of crime and disorder, public consultation and engagement, missing persons, youth truancy and absenteeism, youth interactions with police, homelessness, wrongful convictions, police interactions with people perceived to have a mental health problem, police interactions with Indigenous, Black, and racialized communities, hate crime and extremism, the

potential to create resilient communities in times of uncertainty, and working collaboratively as community partners, academics, various types of law enforcement (e.g., military police, by-law enforcement), and police services to problem-solve community quality of life issues and reduce crime, harm, and victimization.

### ***Examples of Expertise and Ongoing Research***

- **Dhungana Sainju, K.**, Hall, A., Craig, W., & Janssen, L. (2025). An exploration of Canadian elementary & secondary teachers' experiences, perceptions and responses to identity-based bullying. *International Journal of School and Educational Psychology*. Online First: <https://doi.org/10.1080/21683603.2025.2518176>
- **Frederick, T.**, Closs, L., Wilson, S. & Regehr, T. (2023). Durham 'Micro-Homes' Evaluation Final Report. Ontario Tech University and Durham College.
- Wylie, B.E., **Malloy, L.C.**, Fine, A., & Evans, A.D. (2024). Do parents have "The Talk" or believe they should? Parent-child conversations about interacting with the police. *Journal of Developmental and Life-Course Criminology*. 10: 31-50.
- **Laffier, J.**, Perry, B., & Westley, M. (accepted). Combating hate-based behaviours in the rural lives of youth: Lessons learned from the first National Youth Forum on Hate in Canada. In C. Jones & A. Farrell (Eds.), *Rural education in Canada*. University of Toronto Press.
- **Smimou, K.**, & Ayadi, M.A. (2019). Does ethical reinforcement pay? Evidence from the Canadian mutual fund industry. *Business and Society Review*. 124(1): 73-114.
- Greene, C., Urbanik, M.-M., **Samuels-Wortley, K.** (2022). "It stays with you for life": The everyday nature and impact of police violence in Toronto's inner city. *International Journal of Environmental Research and Public Health*. 19: 1-11.
- Perry, B., and **Samuels-Wortley, K.** (2021). We're not where we should be: Enhancing law enforcement responses to hate crime. *Canadian Journal of Criminology and Criminal Justice*. 63(2): 68-98. <https://doi.org/10.3138/cjccj.2020-0057>.
- **Samuels-Wortley, K.** (2021). To serve and protect whom? Using composite counter-storytelling to explore Black and Indigenous youth experiences and perceptions of the police in Canada. *Crime and Delinquency*. 67(8): 1137-1164. <https://doi.org/10.1177/0011128721989077>
- Quirouette, M., **Frederick, T.**, Hughes, J., Karabanow, J., & Kidd, S. (2016). 'Conflict with the Law': Regulation & Homeless Youth Trajectories toward Stability. *Canadian Journal of Law and Society*. 31(3): 383-404.
- Stoett, P. & Omrow, D. (2025) *Ecoviolence Studies: Human Exploitation and Environmental Crime*. Cambridge: Cambridge University Press.
- Putman, A., **Lewis, P.R.**, & Rudoler, D. *How is fairness measured in practice? A survey and critique of fairness analyses applied to predictive algorithms*. Technical Report. Ontario Tech University. Available at: <https://ontariotechu.scholaris.ca/items/3c04e5ac-5576-4218-b18d-c27296cd4b1e>

### ***Cluster 4: Education and Training***

**Cluster Members:** J. Eastwood; B. Kapralos; J. Laffier; A. Leach; H. LeBlanc; L. Malloy; K. Samuels-Wortley; T. Stotesbury

This cluster is dedicated to knowledge mobilization about the research being conducted by the Centre and developing education and training opportunities for police personnel. While some of this cluster's activities may involve research (e.g., evaluations of training), much of the work of this cluster will be dedicated to translating academic research into usable forms for police personnel and working to bridge the gap between academia and police personnel. We also see an opportunity to educate and inform the public about policing. Possible research topics include but are not limited to: educating police services and officers on police science and the scientific method, educating the public and police on the research being conducted at the Centre, developing training for police services, assessing/evaluating existing training (e.g., use of force), examining and evaluating shared trainings across military, police, and national security services, developing educational material for credit at Ontario Tech (e.g., enhancing/revising the Graduate Diploma in Police Leadership, creating new programs), using immersive technology in training (e.g., virtual reality (VR), augmented reality (AR)) to educate the public and train police officers, and education and training in forensic identification and the natural sciences (e.g., forensic chemistry, forensic biology, and forensic taphonomy).

### ***Examples of Expertise and Ongoing Research***

- Beresford, D.V., **Stotesbury, T.**, Langer, S.V., Illes, M., Kyle, C.J., & Yamahita, B. (2020). Bridging the gap between academia and practice: Perspectives from two large-scale and niche research projects in Canada. *Science & Justice*. 60(1): 95-98.
- **Eastwood, J.** & Mitton, P. (2022). Creating academic-practitioner relationships: A North American example. *Investigative Interviewing Research & Practice*. 12(1): 93-96.
- **Malloy, L.C.**, Helm, R.K., & Zottoli, T. (Eds.). (in press). *Confessions and Guilty Pleas of Youth: Developmental Science and Practical Implications*. Washington, DC: American Psychological Association.
- Lamb, M.E., La Rooy, D.J., **Malloy, L.C.**, & Katz, C. (Eds.). (2011). *Children's Testimony: A Handbook of Psychological Research and Forensic Practice* (2nd Ed.) London: Wiley.
- **Laffier, J.** (2020). Mental Health First Aid Training for Police: Perceptions and Impacts on Canadian Police Personnel. Canadian Psychological Association Annual Symposium.
- **Samuels-Wortley, K.**, Avraam, A., & Rhodes, V. (2025). Pathway to justice? The role of racial bias training in modern Canadian policing. *Canadian Journal of Criminology and Criminal Justice*. 67(2): 70-89.

### **Cluster 5: Police Technology Use and Impacts**

**Cluster Members:** K. El-Khatib; B. Kapralos; H. LeBlanc; M.Vargas Martin; S. Nokleby; C. O'Connor; A. Slane; K. Samuels-Wortley; T. Stotesbury; J. Walsh

Technologies have always been an important aspect of policing. This cluster brings together researchers and police personnel with an interest in how various technologies, ranging from the technologies police use every day (e.g., computers) to more specialized technological uses (e.g., forensic identification), impact policing. We are particularly interested in working collaboratively across science, technology, engineering, and social sciences on technology issues

and examining technological interoperability and reciprocity across defence, security, and police services. Possible research topics include, but are not limited to: facial recognition, body worn cameras, AI, UAVs/drones, license plate readers, social media, big data, machine learning, data modernization, data culture, real-time operations centres, bias and racism in technology use, crime scene processing, forensic materials, and training aids, privacy, ethics, surveillance, using AI to assess digital threats (e.g., deepfakes in child exploitation cases), vehicular digital forensics, public awareness of police technology use, collaborative research and development of technology and scientific approaches, public-private sector relationships, and using technology to reduce crime, harm, and victimization.

### ***Examples of Expertise and Ongoing Research***

- Schell, B.H., **Vargas Martin, M.**, Hung, P.C.K., & Rueda, L. (2007). Cyber child pornography: A review paper of the social and legal issues and remedies - and a proposed technological solution. *Aggression and Violent Behavior*. 12(1): 45-63.
- **Walsh, J.P.**, Baker, V., & Frade, B. (2024). Policing and social media: The framing of technological use by Canadian newspapers (2005–2020). *Criminology & Criminal Justice*. 24(4): 819-840.
- **O'Connor, C.D., Slane, A.**, Bouckley (Hill), D., & Baker, V. (2025). Public perceptions of facial recognition use by police in Canada. *Policing & Society*. Online First: DOI: 10.1080/10439463.2025.2508192
- **Dhungana Sainju, K.**, Fahy, S., Baggaley, K., Baker, A., Minassian, T. & Filippelli, V. (2019). Electronic monitoring for pretrial release: Assessing the impact. *Federal Probation*. 82(3): 3-10.
- **Slane, A.**, Martin, J., & Rimer, J. (2021). Views and attitudes about youth self-produced sexual images among professionals with expertise in child sexual abuse. *Journal of Child Sexual Abuse*. 30(2): 207-229. <https://doi.org/10.1080/10538712.2021.1875095>.
- **Slane, A.**, Martin, J., Rimer, J., Eke, A., Sinclair, R., Charles, G. & Quayle, E. (2018). Professionals' Perspectives on Viewing Child Sexual Abuse Images to Improve Response to Victims. *Canadian Review of Sociology*. 55(4): 579-596.
- Giroux, E., Westerik, M., **Stotesbury, T.** (2025). Development of Enzyme-and Protein-Functionalized Alginate Hydrogels with Luminol Catalytic Functionality for Use as Forensic Blood Substitutes. *ACS Applied Bio Materials*.
- Eversdijk, M., **Stotesbury, T.** (2024). Chemical Visual Enhancement and Searching Techniques for Blood. In: *Handbook of Bloodstain Pattern Analysis* (pp. 357-389). CRC Press.
- Lacroix, J., **El-Khatib, K.**, & Akalu, R. (2016). Vehicular digital forensics: What does my vehicle know about me?. *Proceedings of the 6th ACM Symposium on Development and Analysis of Intelligent Vehicular Networks and Applications*.

While the above clusters help to organize the research expertise of the Centre and emerging issues impacting policing, we expect the research clusters to change and evolve as new issues and research interests emerge and as new academics, researchers, community organizations, technology companies, police officers, police personnel, and police services join the Centre. In other words, the Centre will be adaptable and open to new ideas, research areas, and projects not

specifically mentioned above but of importance to policing and community safety and well-being.

### **3.2. Explain how the research activities align with Ontario Tech’s Strategic Research Plan.**

The proposed Centre of Police Science, Education and Training closely aligns with Ontario Tech University’s Strategic Research Plan (2025–2030) by advancing key institutional priorities such as Artificial Intelligence, Autonomous Systems, Community Well-Being, and Justice and Social Innovation. Its focus on data-driven research, interdisciplinary collaboration, and technological innovation directly supports these themes while addressing complex policing and public-safety challenges. The Centre also reflects core institutional attributes through ethical innovation, applied training, and collaboration with police services. These efforts mirror the plan’s guiding values of community impact, responsible technology, and cross-sector partnerships. Additionally, the Centre strengthens inclusive research excellence by building networks among academics, public institutions, and community stakeholders. Overall, it reinforces the university’s mission to advance research that improves public institutions and community well-being.

The proposed Centre also directly aligns with Ontario Tech’s Integrated Academic-Research Plan [IARP], 2023-2028, in three key ways. *Tech with a conscience*, *learning re-imagined*, and *partnerships* are at the core of the Centre’s work and will solidify and bolster meaningful connections between Ontario tech researchers and police services to address pressing societal issues within the justice system.

*Tech with a conscience*: The Centre will further the priority of *tech with a conscience* by facilitating research that proposes technological solutions to current issues in the justice system (e.g., using body-worn cameras as memory aids and evidence in use of force cases) and uses advanced techniques to analyze policing data. While technology is integral to each of the five clusters outlined above, Cluster 5 focuses specifically on police technology use and its impacts. This cluster recognizes that the complexity of the current state of technology development requires multiple perspectives and disciplines examining the development and use of technology if it is to be used ethically. The Centre will help promote Ontario Tech’s reputation as an institution dedicated to researching tech ethically. Members of the Centre are already working on ensuring that tech is deployed by police services in ethical ways. For example, Dr. Slane and Dr. O’Connor’s research on facial recognition technology use by the police, done in partnership with the Cobourg Police Service and the Canadian Civil Liberties Association, has highlighted the need for more engagement with the public in developing ethical uses of the technology. Members also have many additional tech-related projects planned. For example, Dr. Nokleby is working with the Durham Regional Police Service to examine using drones as first responders.

*Learning re-imagined*: The Centre will further the priority of *learning re-imagined* by working directly with police services to deliver unique content to their personnel. Links between post-secondary institutions and police services when it comes to delivering educational content are minimal in Canada. There is an opportunity here to co-create learning content with police services in a way that better meets the needs of police personnel. Our members already work directly with the police to deliver training. For example, Dr. Eastwood provides evidence-based

investigative interviewing training directly to police services, and Dr. LeBlanc regularly teaches courses at the Ontario Police College, including a Forensic Entomology Technician course. The Centre intends to build on the existing work of our members by offering new educational and training opportunities to police personnel and the public (see Cluster 4 above, which captures the scope of our planned work). For example, Dr. Kapralos is interested in examining how immersive technology, such as virtual reality (VR), can be used to educate the public on the nature of police work (e.g., VR can allow the public to walk in the shoes of a police officer and experience the decisions they must make).

*Partnerships:* The Centre will contribute to Ontario Tech's achievement of the goals laid out in the IARP by increasing partnerships with community members. Each of the clusters listed above envisions working closely with police services, police and police-adjacent personnel, government agencies, and/or community organizations. As previously noted, individual researchers have often partnered with police services on individual research projects, but there is a lack of sustained relationships between the university and police services. The Centre will work toward developing sustained relationships with police services in order to tackle some of the most pressing policing and societal issues. Our members already have a solid track record of working with police services and community organizations that can be leveraged and formalized around the Centre. Cluster 3 above is specifically designed to bring a diversity of police services, organizations, and community groups together to problem-solve issues.

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### **3.3. Provide evidence for long-term sustainability of the entity, including research activities that go beyond collaboration on a single project.**

Ontario Tech researchers have been collaborating with police services since the university was founded. MOUs have existed between the university's students and researchers, and various police services for over a decade. Community knowledge mobilization activities and experiential learning opportunities have been a prominent part of these relationships. For example, every year, many of our FSSH undergraduate and graduate students gain experience through our practicum program and experiential learning opportunities with police services. Numerous research projects and publications have resulted from these police partnerships, on topics such as sexual violence, drones, facial recognition, mandatory charge, helicopter usage, street checks, deception detection, and online child sexual exploitation, to name only a few. With graduate students and faculty members, including a new CRC in Criminology, conducting research on a wide range of policing issues as part of their primary lines of research, the collaboration with police services will continue indefinitely. The Centre can help formalize and facilitate these relationships and bring a variety of researchers and police personnel working on similar topics together.

The initial impetus for the Centre has come from the Barrie Police Service, which recognizes the need for such a Centre in Canada and has agreed to work with us in the long term to make the Centre a reality. They have provided initial seed money for the Centre and will work with us to bring more police services on board as we grow and expand the scope of the Centre. The Centre's focus on connecting researchers and police, facilitating research, encouraging knowledge mobilization and uptake, collaborating across diverse interests and sectors, and capitalizing on research funding opportunities will only grow this partnership further. That is, this work extends far beyond a relationship between a single researcher and officer; it is more extensive and important than a single project.

#### **4. Student Involvement and Training**

##### **4.1. Explain the level and type of involvement of undergraduate or graduate students in the entity's activities. Describe the unique research and training opportunities that will arise as a result of the entity.**

The Ontario Tech student body will benefit from the Centre's on-campus and online workshops and public events. They will learn about the cutting-edge research being generated, but also be able to network with officers and researchers and possibly forge new career paths. The Centre will also aim to fund one graduate student to assist with its activities every year; this will provide the student with unique opportunities to participate in community-based partnerships and projects. In addition, the Centre will provide graduate and undergraduate students with experiential learning opportunities in the form of practicum, co-op, and internship placements. Students will work closely with researchers, police officers and police personnel in the field to answer pressing research questions (e.g., carrying out detailed research protocols, conducting interviews, analyzing data) and participate directly in knowledge mobilization activities. Additionally, undergraduate and graduate student researchers will be conducting their honour's thesis, master's thesis, and PhD dissertation research through the Centre. Thus, they will have greater, expedited access to community and policing data that they would not have without the Centre's creation. We also anticipate recruiting postdoctoral fellows to work with and conduct research through the Centre in collaboration with police services. In addition, the Centre will work to recruit police officers and personnel looking to complete their undergraduate, Master's, and/or PhD degrees. There is an opportunity here for police officers and personnel to gain additional education credentials while simultaneously conducting research that is directly relevant to their police services. For example, the Criminology program recently made the last two years of its undergraduate degree available to students as an option to take fully online. The Centre can be used to advertise this and other initiatives to potential students.

##### **5. Describe the contribution, if any, to the development of new courses, seminars, or instructional programs in collaboration with the appropriate Faculty/ies.**

Cluster 4 above is dedicated to developing education and training opportunities for police personnel. The Centre can help attract undergraduate and graduate students interested in being police officers, but also those wanting to work in civilian jobs within policing (e.g., analysts, records management, data entry clerks, emergency dispatch, forensics, special constables, by-law officers) and police-adjacent occupations (e.g., health and safety investigators, fraud

investigators). These non-police officer job avenues have been underemphasized in FSSH student recruitment strategies. Given this, we are currently exploring the possibility of creating a minor that could be a draw for students interested in investigations, inspection, and regulation, of which the Centre could play a central role in advertising this to students. Currently, there are no additional specific courses or programs planned, as these will be developed with police services and others directly so as to meet their needs. We expect that research emerging from the Centre will be incorporated into undergraduate and graduate courses. There may also be opportunities to refine and develop courses for FSSH's Graduate Diploma in Police Leadership in conjunction with Centre members. The Centre will also explore the potential for further collaboration with Durham College (e.g., through their Police Foundations program) on educational and research opportunities. The diverse areas of expertise brought together by the Centre provide additional opportunities to develop education and training material that is multidisciplinary.

## **6. Research Dissemination and Service Plan**

**Describe any unique plans for dissemination of research, and/or how the research entity will provide service and impact programs and policies within Ontario Tech and to the outside community.**

Apart from disseminating research through traditional routes (e.g., conference presentations, peer-reviewed articles, Centre website, media releases), the Centre will include a mandatory knowledge mobilization component for all projects conducted under its auspices. All researchers will be asked to describe how their work will be disseminated to a general and police audience. At a minimum, they will provide a one-page lay summary of major findings to ensure that information is accessible to front-line officers and civilians. However, researchers will be encouraged to provide more extensive dissemination plans (e.g., workshops, panel sessions, videos, training, presenting at policing conferences and to governing bodies). The Centre's Director will be charged with facilitating these activities (e.g., circulating summaries to police personnel and services). A quarterly newsletter will also be developed and circulated, outlining the activities of the Centre. In addition, the Centre will have a dedicated social media presence that will also be used to disseminate the work of the Centre to the public and policing audiences. Having police personnel and police services as part of the Centre provides a direct line to policing audiences, which helps ensure that research conducted by the Centre is more likely to have a direct impact on policing. The Centre will also work to educate the public on policing and find ways to engage the public in shaping the work of the police.

## **7. Membership List, CVs and Affiliations**

**Provide the name, faculty (or institutional affiliation), Curriculum Vitae, and expected contribution of principal members. (Research entities shall not normally require the hiring of new full-time academic faculty. Each member, including the director, should hold an academic appointment at the university).**

The following table provides a list of members of the Centre at Ontario Tech and their areas of expertise.

<b>Name</b>	<b>Position/Faculty</b>	<b>Area of Expertise /Contribution</b>
Dr. Christopher O'Connor	Associate Professor, FSSH	Police technology use and acquisition; Attitudes toward the police; Volunteer police; Community engagement; Police investigations; Police data use; Police leadership
Dr. Peter Stoett	Professor of International Relations, FSSH	Environmental crime; Human trafficking
Dr. Amy-May Leach	Professor and Associate Dean of Research, Innovation, and Graduate Studies, FSSH	Deception detection; Confessions and interrogations; Eyewitness identifications
Dr. Joseph Eastwood	Associate Professor, FSSH	Investigative interviewing and interrogation; Legal rights comprehension; Eyewitness testimony
Dr. Kanika Samuels Wortley	Associate Professor, Canada Research Chair in Systemic Racism, Technology and Criminal Justice, FSSH	Community relations; Trust and confidence in the police; Public perceptions; Police legitimacy; Victimization; Racial bias; Youth
Dr. Karla Dhungana Sainju	Associate Professor, FSSH	Procedural justice; Mentorship; Women in leadership; Identity-based bullying; Equity, diversity, inclusion and accessibility; Technology use in the justice system
Dr. Karla Emeno	Associate Professor, FSSH	Investigative techniques; Crime prevention; Public perceptions of police
Dr. Tyler Frederick	Associate Professor and Acting Associate Dean of Undergraduate Student Experience, FSSH	Policing of homelessness; Policing of mental illness; Community engagement and trust; Youth justice; Social inclusion
Dr. Logan Ewanation	Assistant Professor, FSSH	Juror decision-making; Perceptions of police use of force; Police legitimacy
Dr. Lindsay Malloy	Professor, Research Excellence Chair in Youths' Legal Decision Making, FSSH	Investigative interviewing; Confessions and interrogations; Children's disclosure of negative or traumatic experiences;

		Children's memory, suggestibility, and testimony; Vulnerable populations; Developmental psychology and the law
Dr. Andrea Slane	Professor, FSSH	Police policies on operational technologies; Public engagement practices employed by police re: use of technology; Police governance; Police and police service board communications and transparency; Cross-sectoral cooperation (e.g. police and victim support service providers); Privacy and surveillance
Dr. James Walsh	Associate Professor, FSSH	Surveillance; Terrorism; Moral panic; Media
Dr. Scott Nokleby	Professor and Associate Dean, FEAS	Robotics; Autonomous systems, Emergency response
Dr. Miguel Vargas Martin	Professor, FBIT	Authentication; Cryptographic APIs; Intrusion detection; Human factors in security and secure software systems
Dr. Bill Kapralos	Associate Professor, FBIT	Immersive virtual learning environments (iVLEs), including virtual simulations, serious games that incorporate extended reality (XR) such as virtual and augmented reality to create interactive and immersive, effective training experiences
Dr. Kamal Smimou	Associate Professor, FBIT	Data use and financial crimes; Socio-political dimensions of financial crimes, strategies and instruments to curb and disrupt criminal channels, financial crimes and breach-of-trust dimensions; Scalability of AI-driven

		financial crime prevention systems
Dr. Patrick Hung	Professor, FBIT	Social robots; Human-robot interactions (HRI); STEM education; Accessibility; Services computing; Cybersecurity and privacy
Dr. Jennifer Laffier	Assistant Professor, Frazer Faculty of Education	Police recruiting; Youth in policing; Police burnout; Digital wellness; Trauma; Education and training
Dr. Theresa Stotesbury	Associate Professor, Faculty of Science	Forensic science; Forensic identification; Forensic chemistry; Forensic biomaterials; Bloodstain pattern analysis; Crime scene investigation; AI and ML technologies in forensic science
Dr. H�el�ene LeBlanc	Associate Professor, Faculty of Science	Forensic entomology; Entomotoxicology; Decomposition science; Insect olfaction; Chemical ecology; Crime scene evidence recovery
Dr. Vivian Stamatopoulos	Associate Teaching Professor, FSSH	Elder abuse and neglect; Ethics of care; Crimes occurring in long-term care and nursing homes
Dr. Khalil El-Khatib	Professor, FBIT	Cybersecurity; Drones for forensic analysis; Drones as first responders; Drones for policing high crime spots; Vehicular digital forensics
Dr. Peter Lewis	Associate Professor, FBIT, Canada Research Chair in Trustworthy Artificial Intelligence	Mindful AI; Trust, fairness, and accessibility in AI; Socio-technical systems
Dr. Shannon Vettor	Associate Teaching Professor, FSSH	Investigative techniques (e.g., investigative psychology; behavioural investigative analysis); Crime prevention (e.g., sexual and violent offending); Public perceptions of police; Child maltreatment

## **8. Resource Requirements**

### ***8.1. Physical Requirements***

- 8.1.1. Explain the type, size and location of space desired, and how the desired space is appropriate to the proposed research entity's needs. Specific space commitments must be secured from the office of the Provost. Mention all special equipment or other requirements that have space implications.**

The Centre will require approximately 25 NASMs (i.e., 271.79 square feet) of dedicated research space within one of FSSH's buildings. Because Bordessa Hall is being transformed into the epicentre of research-related activities in the Faculty, and it already houses the Center on Hate, Bias and Extremism, we believe that it is the ideal location. Due to the typical needs of research centres in this field (e.g., a single room with workstations), we anticipate that the space requirements will be relatively minimal, and it may be possible to integrate them into existing plans; indeed, space on the first floor of Bordessa Hall has been earmarked for the Centre. The location near the building's entrance will make the Centre visible and accessible to students, researchers, and officers alike.

- 8.1.2. Provide a complete list of all required resources and equipment including computers, phones, and copiers. Specify what internal resources (i.e. library, audio-visual) will be used and to what extent.**

Initially, the Centre will largely be a facilitator of research (e.g., connecting researchers and police personnel/services). As such, it will require minimal resources other than furniture (e.g., tables, chairs, filing cabinets) and a phone. The Centre's members, by virtue of their pre-existing affiliations with their home institutions, will already have access to the necessary computers and software needed. However, members of the Centre without an academic affiliation will require Library and Qualtrics access. Also, depending on the nature of certain research projects, police personnel who are not members of the Centre may require Library and Qualtrics access in order to facilitate research projects. For the most part, individual researchers and police personnel will be using their own institutions' equipment to carry out research and dissemination plans. We do expect that, as the Centre grows over time, there will be additional resource demands. We plan to apply for external funding (e.g., MITACS, SSHRC Partnership Grant, MINDS [Mobilizing Insights in Defence and Security], IDEaS [Innovation for Defence Excellence and Security]) to cover these costs where possible.

### ***8.2. Staffing Requirements and Governance Structure***

- 8.2.1. Explain any requirements for administrative, and/or technical personnel support from the University. List the following for each support staff member:**
- **Proposed Employer (University or Entity)**
  - **Role or Duties**
  - **Source of Compensation**

University office staff and/or a designated student assistant (e.g., university works student) will be required to manage the Centre's online presence, including creating and maintaining a Centre website and social media accounts, and completing limited administrative tasks (e.g., processing

applications). They will remain employees of the university and will be compensated as part of their regular contracts.

**8.2.2. For personnel within the research entity who are employees of external institutions or corporations and not employees of Ontario Tech, provide copies of agreements outlining the obligations of both Ontario Tech and the external institution or corporation.**

MOU is currently being developed with the Barrie Police Service.

**8.2.3. Describe the governance structure for the research entity. Indicate the structure, composition and decision-making processes that will facilitate the operations and research activities of the research entity.**

The overall leadership and oversight of the Centre will be the responsibility of the Director and Steering Committee.

The **Director** will be the main point of contact between Ontario Tech and police services.

Responsibilities will include:

- Developing the Centre's mandate
- Developing and updating all Centre procedures, protocols, processes, and forms with the participating police services, including but not limited to proposal submissions, project updates, project completion reporting, proposal evaluation criteria, graduate assistantship application evaluation criteria, publication review, and researcher responsibilities
  - Maintaining knowledge of current research projects
  - Managing the Centre's research program
  - Facilitating the timely approval of Research Agreements by Ontario Tech's legal department
  - Ensuring faculty projects have Research Ethics Approval before project commencement
  - Reviewing and approving faculty grant applications
  - Initiating or partnering on individual research studies with police services as well as other law enforcement agencies, government entities and community organizations intersecting with police work
  - Facilitating evaluation research for police initiatives and programs by connecting police service members with Centre researchers
  - Engaging in knowledge dissemination activities
  - Preparing letters of support for grant applications on behalf of the Centre
  - Providing guidance to faculty members interested in pursuing projects within the Centre
  - Submitting annual reports on Centre activities to Ontario Tech's Research Committee
  - Following the same protocols as faculty members for research initiated within the Centre
  - Identifying opportunities for moving the Centre forward and continuing its development and success
  - Reviewing Centre researchers' publications within 15 days of receipt

A joint **Steering Committee** will govern the Centre. The Steering Committee will be comprised of representatives from police services and Ontario Tech. Its members will have decision-making authority and responsibility for the overall direction and activities of the Centre. Specifically, the Steering Committee will be responsible for:

- Approving the Centre mandate
- Approving all Centre procedures, protocols, processes, and forms
- Reviewing and evaluating research proposals monthly
- Meeting as a group to evaluate and vote on the approval of research proposals monthly as needed
- Reviewing project status and completion reports
- Reviewing, evaluating, and meeting as a group to vote on graduate research assistantship applications annually
- Reviewing the Centre's activities, including budget and expenses, annually

Representatives of the **Steering Committee** from Ontario Tech will include:

- Ontario Tech appointed Director of the Centre
- Three Ontario Tech faculty

Representatives of the **Steering Committee** from police services will include:

- Three representatives working at a police service who can help facilitate research at their police service.

Quorum for meetings of the Steering Committee will be four members, with at least one needing to be from a police service.

An **Advisory Committee** made up of seven representatives from police services (or related organizations working on policing issues) working with the Centre will provide expertise, insights, and recommendations to the steering committee quarterly or as needed. The advisory committee's role will be to act as a sounding board for the steering committee and to ensure that the research conducted through the Centre has applied value for police services and provides solutions to identified issues.

A **Coordinator** will be responsible for administrative and organizational tasks, including managing the Centre's online presence, creating and maintaining a Centre website and social media accounts, processing research applications, planning workshops/talks, helping to prepare annual reports and newsletters, and organizing meetings.

**Cluster members** will be responsible for conducting research, facilitating research with police services, proposing new research projects, applying for funding, and helping to train students. Cluster members will be made up of academic researchers, police personnel, post-doctoral fellows, visiting scholars, and students. Cluster members without an academic affiliation will be given research fellow status within the Centre.

### ***8.3. Budget and Financial Requirements***

**8.3.1. Prepare a detailed budget projection for the first five years of operation, including all sources of income, expected expenses/disbursements. (See Excel Template)**

A five-year budget is attached.

**8.3.2. Start-up funding may be available for the establishment of research entities. Justify your request for start-up funding.**

For data confidentiality, it would be ideal to immediately have dedicated computers that remain in the Centre's locked space on campus rather than depending on staff to use their own laptops. A small amount of start-up funding could be used to purchase two desktops for Centre staff. A large screen which could be used to hold teleconferences with other entities and stakeholders would also be of use. Start-up funds would also be essential to advertise and market the Centre to police services and other law enforcement agencies, government entities and community organizations intersecting with police work. Incorporating research into policing is relatively new and requires in-person meetings with police leadership and discussions of the benefits that could come from active police service and personnel participation in the Centre. This will require travel to police services for meetings and for presentations to be given at events hosted by police organizations (e.g., Canadian Association of Chiefs of Police, Ontario Association of Chiefs of Police, Canadian Association of Police Governance). We also require a logo and branding with accompanying swag that can help to advertise the Centre at important events and to key leaders in policing. We also need to develop an online presence and actively promote the Centre (e.g., website, social media).

**8.3.3. Provide a plan for the long-term financial sustainability, including external funding, of the Research Entity.**

In terms of funding, we intend to pursue multiple avenues to ensure the financial sustainability of the Centre.

The Barrie Police Service has committed to providing initial start-up seed funding to help get the Centre operational and to demonstrate to other police services the benefits of police research and academic-police partnerships. They have also committed to supporting the Centre in the long term as a founder and full partner of the Centre. We expect to utilize this initial money to help bring additional police services on board.

We have also identified several additional sources of funding. We will be leveraging funding from police services to draw research talent (e.g., postdoctoral scholars) to the Centre using the MITACS Accelerate and Elevate programs. We also plan to apply for a SSHRC Partnership grant, focusing on research initiatives that arise from Centre projects. We also expect to apply for funding through the Social Sciences and Humanities Research Council (SSHRC), New Frontiers in Research Fund, the Canadian Foundation for Innovation, the Canadian Institutes of Health Research (CIHR), and the Natural Sciences and Engineering Research Council of Canada (NSERC). As Canada substantially increases its spending on national defence, we see

opportunities to apply for funding through programs such as MINDS [Mobilizing Insights in Defence and Security] and IDEaS [Innovation for Defence Excellence and Security], as there are many intersections and overlapping interests between policing, national security, and defence. The Centre's interdisciplinary nature and embedded partnerships allow for various funding opportunities to be explored. Long-term, the Centre plans to take on paid research contracts with police services.

## **9. Intellectual Property and Commercialization**

### **9.1. Describe any proposed arrangements with members (including members from external institutions) relating to the ownership and/or commercialization of intellectual property created through work undertaken at the Research Entity**

#### ***Intellectual Property***

Intellectual property resulting from joint research activities within the Centre will be jointly owned by the Parties unless otherwise agreed upon in writing.

#### ***Data Ownership***

Data originating from a police service used for research purposes by Centre researchers will remain owned by that service. Data analysis and resulting knowledge products from police service data will be owned by the researchers. Similarly, data collected by Centre researchers will be owned by the Centre researchers. Data jointly collected through a police service/Centre partnership will be co-owned by those groups.

#### ***Authorship and Publication***

Authorship for outputs from active research partnerships will be determined in advance by the individuals involved in the partnership based on contributions.

Manuscripts for publication, presentations, and any other publicly available knowledge products from police partnerships must be reviewed by the participating police service prior to publication or disclosure of research results to ensure all possible identifying information has been removed and no confidential information is included. The police service will review and return the proposed publication to the researchers within 7 days; failure by the service to respond to a submission of a draft copy of a proposed publication will be deemed as approval by the police service of the researchers' intent to disclose the publication. A police service will have the right to request modification of the publication so as to remove its confidential information.

Researchers will reserve the right to publish or otherwise make public any findings resulting from an approved project. However, any written materials must be sent to the Centre for review and comment prior to publication. The Centre will have the right to withdraw consent of its name appearing in the publication during the review process. The Centre will return the proposed publication within 15 days unless otherwise communicated in writing to the researchers; failure to do so will be considered the Centre's approval of the researchers' intent to publish the materials. The researchers will retain final authority to determine the scope and content of any publication.

## **9.2. Describe proposed arrangements for the conduct of private sector contract research.**

There are currently no plans for the conduct of private sector contract research, beyond that which is proposed between police services and Ontario Tech.

## **10. Appendices**

- A. Member CVs
- B. Five-Year Budget Projection

## **11. References**

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	Research Costs					Total	Comments
	Year 1	Year 2	Year 3	Year 4	Year 5		
<b>Student and Postdoc Salaries</b>							
Research Assistants							
Masters Students							
PhD Students							
Post-Doctoral Students (1 planned, no anticipated direct Centre costs, police service funded)							
Visiting Scholar (1 planned, no anticipated direct Centre costs)							
Other (explain)							
Benefits (9%)							
<b>SUBTOTAL Trainees</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Research Operating Costs</b>							
Travel							
Equipment							
Other (explain)							
<b>SUBTOTAL Operating</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>TOTAL RESEARCH COSTS</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>REVENUE RESEARCH</b>							
SSHRC Partnership Development Grant	\$ 200,000						
SSHRC Partnership Grant				\$ 500,000			
<b>TOTAL REVENUE</b>	\$ 200,000	\$ -	\$ -	\$ 500,000	\$ -	\$ -	
<b>TOTAL REVENUE LESS EXPENSES</b>	\$ 200,000	\$ -	\$ -	\$ 500,000	\$ -	\$ -	

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**Minutes of the Public Session of the March 24, 2026, Meeting  
via Videoconference  
2:32 p.m. - 3:26 p.m.**

**Academic Council Committee Agendas, Materials and Minutes 2025-2026**

**Present:**

Steven Murphy (Chair)  
Asifa Aamir  
JoAnne Arcand  
Rachel Ariss  
Laura Banks  
Wendy Barber  
Mihai Beligan  
Mary Bluechardt  
Rupinder Brar  
Toba Bryant  
Krystina Clarke  
Amanda Cooper  
Catherine Davidson  
Ana Duff

Mikael Eklund  
Shanti Fernando  
Shahram Heydari  
Jessica Hogue  
Mehdi Hossein-Nejad  
Sayyed Ali Hosseini  
Brenda Jacobs  
Les Jacobs  
Venuga Kariharan  
Lori Livingston  
Janet McCabe  
Carolyn McGregor  
Thomas McMorrow  
Pejman Mirza-Babaei

Fedor Naumkin  
Scott Nokleby  
Gabby Resch  
Aliza Rizwan  
Carol Rodgers  
Robyn  
Ruttenberg-Rozen  
Denina Simmons  
Gillian Slade  
Joe Stokes  
Dwight Thompson  
Shannon Vettor  
Ken Wilson

**Regrets:**

Scott Aquanno  
Ahmad Barari

Mitch Frazer  
Hossam Kishawy (on leave)

Jemma Tam

**Staff and Guests:**

Kirstie Ayotte (Secretary)  
Nicola Crow

Krista Hester  
Jennifer MacInnis

Brad MacIsaac  
Sarah Thrush

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

The Chair called the Public Session of the Academic Council (AC) Meeting to order at 2:32 p.m. and D. Simmons provided their personal Land Acknowledgement.

**2. Agenda (M)**

Upon a request from a Member, Agenda items 9.1, 9.2(i) and 9.4(i) were removed from the Consent Agenda for discussion.

Some Members commented on and enquired about the provision for discussion opportunities within the agenda with the Chair confirming the role and responsibilities of the Steering Committee in this regard.

*Upon a motion duly made by R. Ruttenberg-Rozen and seconded by A. Cooper, the Agenda was approved as amended, including approving and receiving the Consent Agenda and its contents, as amended.*

One (1) Abstention  
Two (2) Objections

### **3. Chair's Remarks**

The Chair opened his remarks by thanking the Faculty Association and University Bargaining teams for their work leading to a renewed ratified agreement, noting it as positive for the campus community. He also highlighted recent student successes, including the Women's Hockey Team reaching the OUA semifinals for the first time in program history, and encouraged Members to attend the upcoming Student Athletics Gala to celebrate the accomplishments of student-athletes.

He also shared highlights from the recent Three Minute Thesis competition, featuring six graduate students that showcased strong research and communication skills, with the winner advancing to the Provincial finals. He also drew attention to the Teaching and Learning Conference and associated awards ceremony, emphasizing its role in celebrating innovation, leadership, and impact in teaching practices across the University.

In closing, the Chair reminded Members of the upcoming elections for Academic Council and Board of Governors, with candidate statements available on the University Secretariat website, and encouraged participation in governance through voting.

### **4. Inquiries and Communications**

#### **4.1 COU Academic Colleague Report\* (I)**

R. Ruttenberg-Rozen reported on two COU meetings from February. The first included a presentation on a draft paper addressing the future of post-secondary education, which focused on themes such as financial sustainability, modernization of learning, work-integrated learning, research and industry partnerships, student supports, and sustainability. The second meeting included a presentation on the Quality Assurance Framework and its processes. She noted that some attendees expressed concerns about the extent to which existing quality assurance processes may limit institutional responsiveness.

In response to these discussions, it was shared that the Quality Council is currently undergoing an external review to examine its processes and consider opportunities for streamlining. It was also noted that the Council is composed of volunteers, and Members were informed that opportunities to participate are available through calls posted on the Council's website.

During discussion, R. Ruttenberg-Rozen clarified that the concerns raised were directed toward processes and systems rather than the principle of quality assurance itself, and that there continues to be ongoing tension between the need for responsiveness and existing structural requirements within the sector.

### **5. Provost's Remarks**

L. Livingston noted that the University was approaching the end of the academic term and acknowledged the efforts of faculty, staff, and students. She also highlighted the recent Three Minute Thesis competition, identifying the winners, and recognizing the participation of students and volunteer judges.

### **5.1 Senior Academic Administrator Search Update (I)**

L. Livingston provided an update regarding the search for the Dean of the Faculty of Social Science and Humanities (FSSH), confirming that the Search Advisory Committee had been finalized and announced, and that the next step of coordinating schedules for committee meetings was in progress.

### **6. Undergraduate Studies Committee**

M. Bluehardt reported on the Undergraduate Studies Committee February meeting. She noted that an item requiring Academic Council approval had already been approved at the previous meeting and that the Committee had also reviewed and approved minor program adjustments across several faculties, which were included on the Consent Agenda for information. These adjustments were described as student-centered and aligned with quality, accessibility, and responsive to industry needs.

### **7. Graduate Studies Committee**

P. Mirza-Babaei reported that the Graduate Studies Committee in February continued to engage in discussions related to maintaining academic quality in graduate programs. Several items had been reviewed and approved at the committee level and were included on the Consent Agenda for information. He also noted that a link to the Three Minute Thesis presentations would be shared for those interested in viewing the presentations.

### **8. Research Committee**

L. Jacobs began by recognizing a graduate student selected as a finalist in the SSHRC Storytellers competition. He then continued with updates for several Research Chair initiatives, including the submission of a nomination for a CANDU Research Excellence Chair, progress in Canada Research Chair searches in Education and AI and Advanced Nuclear Engineering, and the initiation of a new search in Artificial Intelligence and Business Analytics.

In addition, he reported that the University is on track for a record level of research funding, supported by a high volume of applications, multiple large grant successes, external funding secured by Brilliant Catalyst, and a finalized federal investment to support research infrastructure.

### **9. Consent Agenda:**

The Chair confirmed that contents of the Consent Agenda were approved and received under Agenda Item # 2 (save for item #s 9.1, 9.2(i), and 9.4(i)).

#### **9.2 Minor Program Adjustments from USC\* (I)**

- (ii) Faculty of Engineering and Applied Science: Electrical Engineering\* (I)
- (iii) Faculty of Engineering and Applied Science: Manufacturing Engineering\* (I)
- (iv) Faculty of Engineering and Applied Science: Mechatronics Engineering\* (I)
- (v) Faculty of Science: Co-operative Education in the Faculty of Science\* (I)
- (vi) Faculty of Science: Bachelor of Arts and Science (Hons), Sustainability\* (I)
- (vii) Faculty of Business and Information Technology: Entrepreneurship Minor\* (I)
- (viii) Frazer Faculty of Education: Bachelor of Education – Primary/Junior and Intermediate/Senior options\* (I)
- (ix) Faculty of Social Science and Humanities: Bachelor of Arts (Hons) in Criminology and Justice\* (I)

### **9.3 Minor Program Adjustments from GSC\* (I)**

- (i) Faculty of Engineering and Applied Science: Electrical and Computer Engineering, MAsc/MEng/PhD\* (I)
- (ii) Faculty of Engineering and Applied Science: Nuclear Design Engineering, Graduate Diploma\* (I)
- (iii) Faculty of Engineering and Applied Science: Software Engineering, MAsc and MEng\* (I)

### **Items Pulled from Consent Agenda:**

#### **9.1 Public Minutes of the February 24, 2026 Meeting\* (M)**

A discussion focused on clarification aspects of the previous meeting. N. Crow confirmed that the Minutes reflected the discussion that took place.

Broader questions were raised regarding opportunities for discussion and the handling of other items, with the Chair reiterating Steering Committee's role in this regard.

No formal amendments were proposed.

*Upon a motion duly made by C. McGregor and seconded by A. Cooper, the Public Minutes of the February 24, 2026 Meeting were approved as presented.*

Two (2) Objections

#### **9.2 Minor Program Adjustments from USC\* (I)**

- (i) Faculty of Engineering and Applied Science: Automotive, Industrial, and Mechanical Engineering\* (I)

A Member requested clarification regarding the statement that no additional resources were required for changes to Capstone courses. It was explained that the current structure of multiple Capstone courses would be consolidated into a common course delivered over two semesters, and that overall resourcing would remain the same, with adjustments made through course sections rather than reductions.

#### **9.4 Cyclical Program Review from GSC\* (I)**

- (i) 18-Month Follow-up Report: Modelling and Computational Science, PhD and MSc\*(I)

A Member enquired about graduate student funding as referenced in the follow-up report and asked whether actions beyond monitoring were being considered. P. Mirza-Babaei stated that graduate funding was a key area of focus and that proposals were being developed in collaboration with the Graduate Studies Committee, colleagues, and deans, with the intention of bringing them forward at a later stage.

## **10. Termination**

There being no other business, and upon a motion to terminate by S. Nokleby, the AC Meeting terminated at 3:26 p.m.

Kirstie Ayotte, Secretary

## ACADEMIC COUNCIL REPORT

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### ACTION REQUESTED:

- Recommendation   
Decision   
Discussion/Direction   
Information

**DATE:** 28 April 2026

**FROM:** Undergraduate Studies Committee

**SUBJECT:** Minor Program Adjustment – Co-operative Education in the Faculty of Social Science and Humanities

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### COMMITTEE MANDATE:

In accordance with the Undergraduate Studies Committee (USC) Terms of Reference, USC has the responsibility “to approve minor program adjustments and report them to Academic Council for information.”

### BACKGROUND/CONTEXT & RATIONALE:

The Faculty proposed lowering the required CGPA for co-op eligibility from 2.7 to 2.3. This will reduce barriers for students to access and remain in the co-op option.

### RESOURCES REQUIRED:

No additional resources are required.

### TRANSITION AND COMMUNICATION PLAN:

The change will be communicated through the Academic Calendar, Academic Advising and the Co-op and Experiential Learning office.

The Co-op and Internship officer along with Academic Advising will flag students once their CGPA falls below a 2.5 to connect them with additional supports to ensure success.

### CONSULTATION AND APPROVAL:

- ✓ Curriculum Committee: 23 January 2026
- ✓ Faculty Council: 25 February 2026
- ✓ Undergraduate Studies Committee (for approval): 17 March 2026

- Academic Council (for information): 28 April 2026

**NEXT STEPS:**

After presentation to Academic Council, this change will be presented for information to Academic Council and included in the 2027-2028 Academic Calendar.

**SUPPORTING REFERENCE MATERIALS:**

- [Minor Program Adjustment proposal](#)

## ACADEMIC COUNCIL REPORT

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**SESSION:**

Public   
Non-Public

**ACTION REQUESTED:**

Decision   
Discussion/Direction   
Information

**TO:** Academic Council

**DATE:** April 28, 2026

**FROM:** Thomas McMorrow, Interim Dean Faculty of Social Science and Humanities

**SUBJECT:** Exception to Residency Requirement

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**MANDATE:**

In accordance with Section 6.2 of the [Graduation and Conferral of Degree Policy](#), (“the Policy”), the following item is brought to Academic Council for Information.

*Section 6.2: Residency Requirements*

*6.2: In exceptional circumstances, with sufficient advance notice, or in the case of special agreements with other universities, a dean may reduce this requirement for undergraduate Degrees to 25 per cent. Such cases are reported to Academic Council for information.*

**BACKGROUND:**

Student: [REDACTED]\*  
Program: [REDACTED]\*

Due to exceptional circumstances, the Interim Dean of the Faculty of Social Science and Humanities, Thomas McMorrow, has approved a reduction from the standard residency requirement of 50 percent to 45 percent for the above-mentioned student who is anticipated to graduate in June 2026.

In accordance with the Policy, this approval is provided to Academic Council for information.

\*Name and program redacted for public posting. Members who identify a need to know the identity of the student may request this information from the University Secretary.

# ACADEMIC COUNCIL REPORT

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**SESSION:**

Public   
 Non-Public

**ACTION REQUESTED:**

Decision   
 Discussion/Direction   
 Information

**TO:** Academic Council

**DATE:** April 28, 2026

**FROM:** Carolyn McGregor, Dean Faculty of Business and Information Technology

**SUBJECT:** Exception to Residency Requirement

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**MANDATE:**

In accordance with Section 6.2 of the [Graduation and Conferral of Degree Policy](#), (“the Policy”), the following item is brought to Academic Council for Information.

*Section 6.2: Residency Requirements*

*6.2: In exceptional circumstances, with sufficient advance notice, or in the case of special agreements with other universities, a dean may reduce this requirement for undergraduate Degrees to 25 per cent. Such cases are reported to Academic Council for information.*

**BACKGROUND:**

Student: **[REDACTED]**\*  
 Program: **[REDACTED]**\*

Due to exceptional circumstances, the Dean of the Faculty of Business and Information Technology, Carolyn McGregor, has approved a reduction from the standard residency requirement of 50 percent to 47.5 percent for the above-mentioned student who is anticipated to graduate in June 2026.

In accordance with the Policy, this approval is provided to Academic Council for information.

\*Name and program redacted for public posting. Members who identify a need to know the identity of the student may request this information from the University Secretary.

## ACADEMIC COUNCIL REPORT

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**SESSION:**

Public   
Non-Public

**ACTION REQUESTED:**

Decision   
Discussion/Direction   
Information

**TO:** Academic Council  
**DATE:** April 28, 2026  
**FROM:** Registrar's Office  
**PRESENTED BY:** Joe Stokes, University Registrar  
**SUBJECT:** Conferral of Posthumous Degree

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**AC MANDATE:**

In accordance with section 7.1 of the Procedures for Awarding of Posthumous Degrees and Certificates of Achievement in Memoriam, for the granting of a posthumous degree, the Dean of the relevant Faculty will make a recommendation to the Registrar, who will then take it forward as a motion to Academic Council for approval at its next regularly scheduled meeting.

Accordingly, I am seeking Academic Council's approval to award a posthumous degree.

**RECOMMENDATION:**

Upon the recommendation of the Dean of the Faculty of Business and Information Technology, I am recommending that Academic Council grant a posthumous degree to [REDACTED]. The requirements for the university to confer a posthumous degree, as set out in section 6.1 of the [Policy on Posthumous Degrees and Certificates of Achievement in Memoriam](#), have been fulfilled.

**MOTION FOR CONSIDERATION:**

*That pursuant to the recommendation of the Registrar, Academic Council hereby authorizes the conferral of a posthumous degree to [REDACTED].*

\*Name and program redacted for public posting. Members who identify a need to know the identity of the student may request this information from the University Secretary.