

BOARD OF GOVERNORS' 142nd REGULAR MEETING

AGENDA

May 7, 2026

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

Via Videoconference

[Public Registration Link](#)

PUBLIC SESSION					
No.		Topic	Lead	Allocated Time	Suggested Start Time
1		Call to Order	Chair	5	12:00 p.m.
2		Agenda (M)			
3		Conflict of Interest Declaration			
4		Chair's Remarks and Introductions			
5		President's Report	Steven Murphy	10	12:05 p.m.
	5.1	Board of Governors Award Recipient	Steven Murphy	10	12:15 p.m.
6		Academic Council Report* (I)	Jemma Tam	5	12:25 p.m.
	6.1	Centre of Police Science, Education and Training* (M)	Chair	5	12:30 p.m.
7.		Presentation: Astronaut Health Space Research (D)	Dr. Carolyn McGregor AM	15	12:35 p.m.
Committee Reports					
8		Audit & Finance (A&F) Report	Susanna Zagar	15	12:50 p.m.
	8.1	2026-2029 Budget Approval* (M)			
9		Governance, Nominations & Human Resources (GNHR) Report - None			
10		Strategy & Planning (S&P) Report	Chair	10	1:05 p.m.
	10.1	Campus Master Plan Update* (M)			
11		Consent Agenda: (M)	Chair		
	11.1	Public Session Minutes of the March 5, 2026 Board Meeting* (M)			
	11.2	Public Session Minutes of the February 19, 2026 A&F Meeting* (I)			
	11.3	Public Session Minutes of the February 5, 2026 S&P Meeting* (I)			

		A&F Public Reports:			
	11.4	Annual Risk Report* (I)			
	11.5	Annual Compliance Report* (I)			
	11.6	Investment Oversight: Annual Endowment Disbursement* (M)			
	11.7	Fighting Against Forced Labour and Child Labour in Supply Chains Annual Report* (M)			
12		Adjournment (M)	Chair		1:15 p.m.
NON-PUBLIC SESSION (material not publicly available)					
13		Call to Order	Chair	5	1:20 p.m.
14		Conflict of Interest Declaration			
15		Chair's Remarks			
16		President's Report	Steven Murphy	10	1:25 p.m.
	16.1	Appointment, Tenure and Promotion* (M)			
Committee Reports (Confidential Items Only)					
17		Audit & Finance (A&F) Report	Susanna Zagar	10	1:35 p.m.
18		Governance, Nominations & Human Resources (GNHR) Report	Gaurav Singh		
19		Strategy & Planning (S&P) Report	Chair		
20		Executive Committee Report* (M)	Chair	5	1:45 p.m.
21		Consent Agenda (M):	Chair		
	21.1	Non-Public Session Minutes of the March 5, 2026 Board Meeting* (M)			
	21.2	Non-Public Session Minutes of the February 19, 2026 A&F Meeting* (I)			
	21.3	Non-Public Session Minutes of the February 5, 2026 S&P Meeting* (I)			
		GNHR Non-Public Reports:			
	21.4	Annual Skills Matrix Update* (M)			
22		In Camera Session		10	1:50 p.m.
23		Termination (M)	Chair		2:00 p.m.

Nicola Crow, University Secretary

BOARD REPORT

SESSION:

Public
Non-Public

ACTION REQUESTED:

Decision
Discussion/Direction
Information

TO: Board of Governors

MEETING DATE: May 7, 2026

FROM: Jemma Tam, Academic Council Liaison

SUBJECT: Agenda Item 6: Academic Council Report: March & April 2026

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

Academic Council Meeting Materials

- [March 24, 2026](#)
- [April 28, 2026](#)

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

Recommendations to Board of Governors

At the AC meeting on March 24, 2026 there were no recommendations to the Board of Governors. There was a recommendation to the Board at the April 28, 2026 meeting, as noted below.

New Program Proposal

- None

Research Institute(s)/Centre(s):

- Centre of Police Science, Education and Training

Conferral of Degrees

- Conferral of Posthumous Degree – Winter 2026 approved by Academic Council

Governance Initiatives

In April, GNC reported on the following to AC:

- A 2026 Academic Council Election Update was received.
- Recommendations for Teaching Staff appointments to AC and its Committees were presented and approved by AC.
- A recommendation to change the AC meeting format starting in 2026-2027 was presented and approved by AC whereby from September to June meetings will be in person, except for virtual meetings in January and February, and the option for a virtual meeting in March if there are inclement weather conditions.

2026 Honorary Degree Recipients:

At the April AC Meeting, the President announced the 2026 Honorary Degree Recipients as follows:

- Tabatha Bull
- Nick Eaves
- Nitin Jain
- Ralph Lean
- Mark and Vanessa Mulroney

Curriculum & Program Changes

At the March and April meetings, there were no Major Program Modifications for approval:

In March and April, AC received as information the following Minor Program Adjustments:

- Faculty of Engineering and Applied Science: Automotive, Industrial, and Mechanical Engineering)
- Faculty of Engineering and Applied Science: Electrical Engineering
- Faculty of Engineering and Applied Science: Manufacturing Engineering
- Faculty of Engineering and Applied Science: Mechatronics Engineering
- Faculty of Science: Co-operative Education in the Faculty of Science
- Faculty of Science: Bachelor of Arts and Science (Hons), Sustainability
- Faculty of Business and Information Technology: Entrepreneurship Minor
- Frazer Faculty of Education: Bachelor of Education – Primary/Junior and Intermediate/Senior options
- Faculty of Social Science and Humanities: Bachelor of Arts (Hons) in Criminology and Justice
- Faculty of Social Science and Humanities: Co-operative Education in the Faculty of Social Science and Humanities
- Faculty of Engineering and Applied Science: Electrical and Computer Engineering, MASc/MEng/PhD
- Faculty of Engineering and Applied Science: Nuclear Design Engineering, Graduate Diploma
- Faculty of Engineering and Applied Science: Software Engineering, MASc and MEng

Institutional Quality Assurance Reports

Final Assessment Report (FAR):

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

In March/April, AC did not receive any Executive Summary and Implementation Plans.

Cyclical Program Review (CPR) Follow-Up Reports:

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

- 18-Month Follow-up Report: Modelling and Computational Science, PhD and MSc

Policy

At its March and April meetings, AC did not receive any policy instruments for information/approval.

In March and April, AC did not receive any policy instrument related matters for consultation:

Face-to-Face Consultation:

- None

Written Consultation:

- None

Reports/Information Received

- Undergraduate Studies Committee Report (verbal)
- Graduate Studies Committee Report (verbal)
- Governance & Nominations Committee Report (verbal)
- Research Committee Report (verbal)
- Council of Ontario Universities Academic Colleague Report
- Senior Academic Administrator Search Update (verbal)
- Teaching Award Recipients (verbal)
- 2026-2029 Budget
- Approved Exception to Residency Requirements Reports:
 - Faculty of Social Science and Humanities
 - Faculty of Business and Information Technology

BOARD REPORT

SESSION:Public **ACTION REQUESTED:**Decision
Discussion/Direction
Information Financial Impact Yes NoIncluded in Budget Yes No**TO:** Board of Governors**DATE:** May 7, 2026**FROM:** Academic Council**PRESENTED BY:** Les Jacobs, Vice-President, Research and Innovation**SUBJECT:** Agenda Item 6.1: Centre of Police Science, Education, and Training

BOARD MANDATE:

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

Academic Council is seeking the Board's approval of the establishment of Centre of Police Science, Education, and Training.

MOTION FOR CONSIDERATION:

That pursuant to the recommendation of Academic Council, the Board of Governors hereby approves the establishment of the Centre of Police Science, Education, and Training, as presented.

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).

IMPLICATIONS:

The proposed Centre of Police Science, Education, and Training addresses a critical and growing need within Canada's public safety and policing landscape. Policing is undergoing significant transformation due to increasing technological complexity, evolving societal expectations, and the demand for greater accountability and evidence-based practices. The Centre will serve as a national hub for interdisciplinary research, collaboration, and knowledge mobilization, bringing together academic experts, police services, and community partners to address complex and emerging challenges. By advancing policing as a science and fostering stronger integration between research and practice, the Centre aims to enhance public safety, improve policing effectiveness, and strengthen community trust.

The establishment of the Centre is designed to be both sustainable and impactful through a diversified funding and partnership model. Initial seed funding from the Barrie Police Service, combined with planned applications to major external funding agencies and the development of long-term research partnerships, will support its ongoing operations. The Centre will leverage existing institutional resources and maintain a lean administrative structure, while creating significant opportunities for student training, experiential learning, and applied research. Through its collaborative and interdisciplinary approach, the Centre will position Ontario Tech University as a leader in police science, while contributing meaningful, evidence-based solutions to policing and community safety challenges.

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.

ALTERNATIVES CONSIDERED:

An alternative to establishing the Centre would be to continue supporting policing-related research through existing individual faculty projects and informal collaborations with police services. However, as outlined in the proposal, this approach has historically resulted in fragmented efforts, limited continuity, and underdeveloped partnerships due to differences in organizational structures, access to data, and lack of coordinated infrastructure. Without a formalized Centre, opportunities for sustained interdisciplinary collaboration, streamlined research processes, and large-scale funding initiatives would remain constrained. Establishing the Centre provides a structured, collaborative platform that overcomes these limitations by centralizing expertise, strengthening partnerships, and enhancing the scope, impact, and sustainability of policing research at Ontario Tech University.

CONSULTATION:

- Consultation and feedback on the establishment of 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 25th, 2026, Faculty Council meeting. The proposal was discussed with the University Research Committee on January 29, 2026 and will be presented at Academic Council on April 28, 2026.

COMPLIANCE WITH POLICY/LEGISLATION:

The establishment of 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: Board of Governors for approval.

SUPPLEMENTAL MATERIALS:

- Centre of Police Science, Education and Training Proposal and Budget.

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),

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.

Name	Position/Faculty	Area of Expertise /Contribution
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

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		Research Costs						
		Year 1	Year 2	Year 3	Year 4	Year 5	Total	
Student and Postdoc Salaries								
								Comments
	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%)							
SUBTOTAL Trainees		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Research Operating Costs								
	Travel							
	Equipment							
	Other (explain)							
SUBTOTAL Operating		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
TOTAL RESEARCH COSTS		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
REVENUE RESEARCH								
	SSHRC Partnership Development Grant	\$ 200,000						
	SSHRC Partnership Grant				\$ 500,000			
	TOTAL REVENUE	\$ 200,000	\$ -	\$ -	\$ 500,000	\$ -	\$ -	
	TOTAL REVENUE LESS EXPENSES	\$ 200,000	\$ -	\$ -	\$ 500,000	\$ -	\$ -	

BOARD REPORT

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

TO: Board of Governors

MEETING DATE: May 7, 2026

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

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

SUBJECT: Agenda Item 8.1: 2026-2029 Budget Approval

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. At its April 23 Meeting, the Audit & Finance Committee (A&F) recommended the 2026-2029 Budget for approval by the Board of Governors.

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.

MOTION FOR CONSIDERATION:

That pursuant to the Audit & Finance Committee’s recommendation, the Board of Governors hereby approves the 2026-2027 budget and the approval in principle of the budgetary projections for 2027-2029.

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.

ATTACHMENTS:

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



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.¹ 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.² 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.*³ 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

¹ 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>

² 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/>

³ 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.

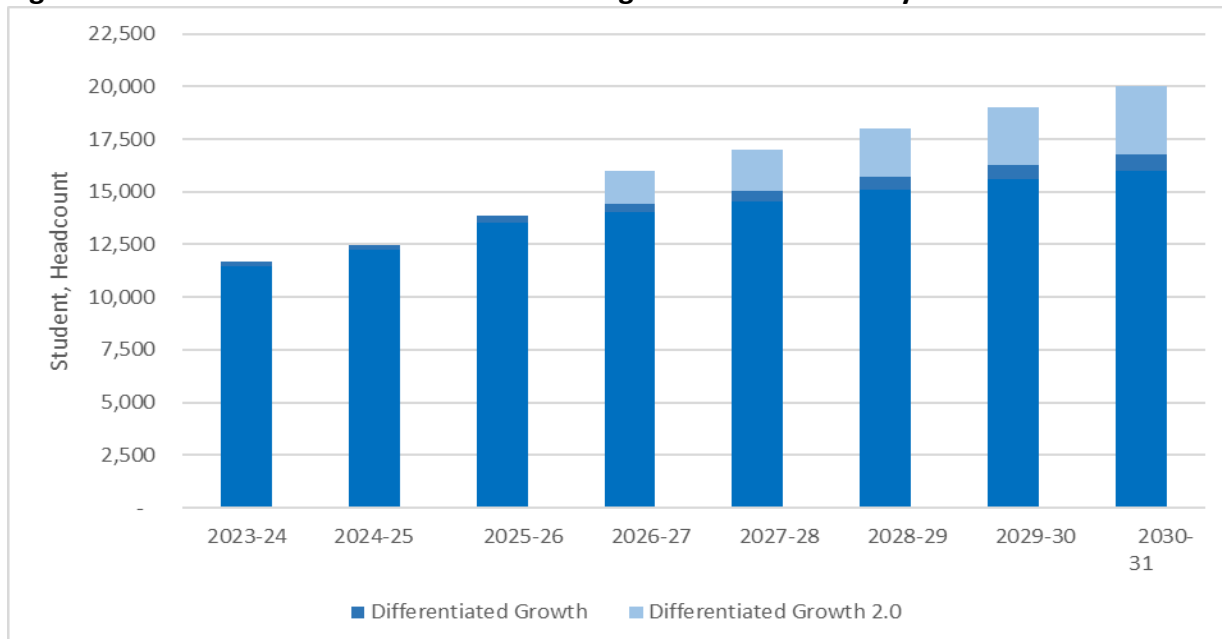
The new, expanded concept of *Differentiated Growth 2.0* has also been introduced and discussed at a variety of meetings—the Fall Townhall session, Academic Council, and the Board's Audit and Finance and Strategy and Planning Committees – just to name a few. Differentiated Growth 2.0 goes beyond simply 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.

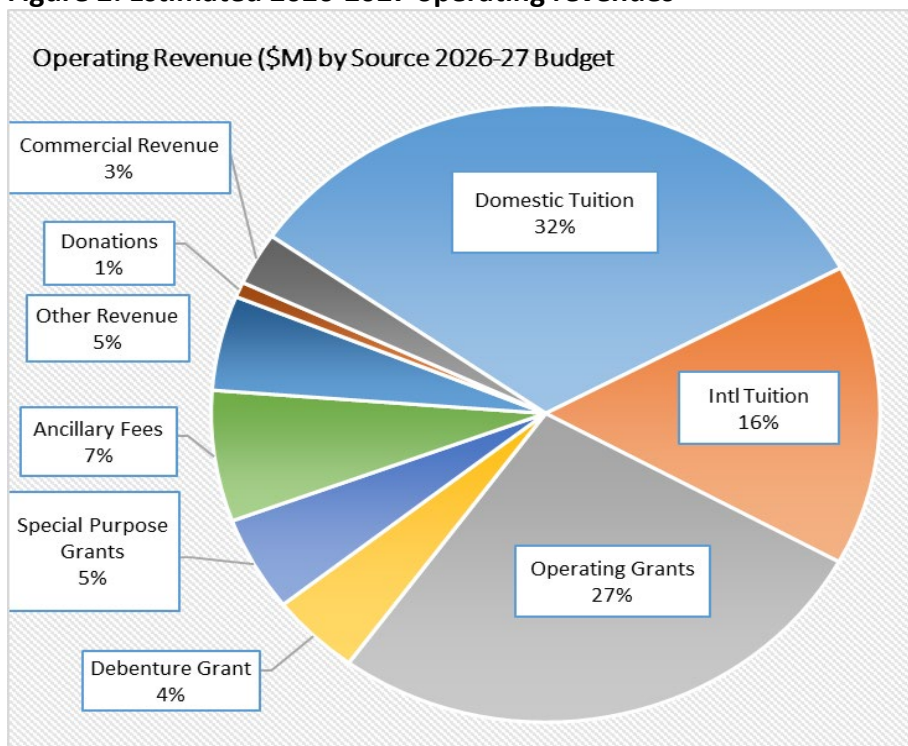
Grants: University operating grants were capped at the 2016 rate, which amounts to approximately a 30 per cent decrease in provincial per-student funding over the past decade when adjusted for inflation. We anticipate that our overall base funding from the government will increase, yet the details are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

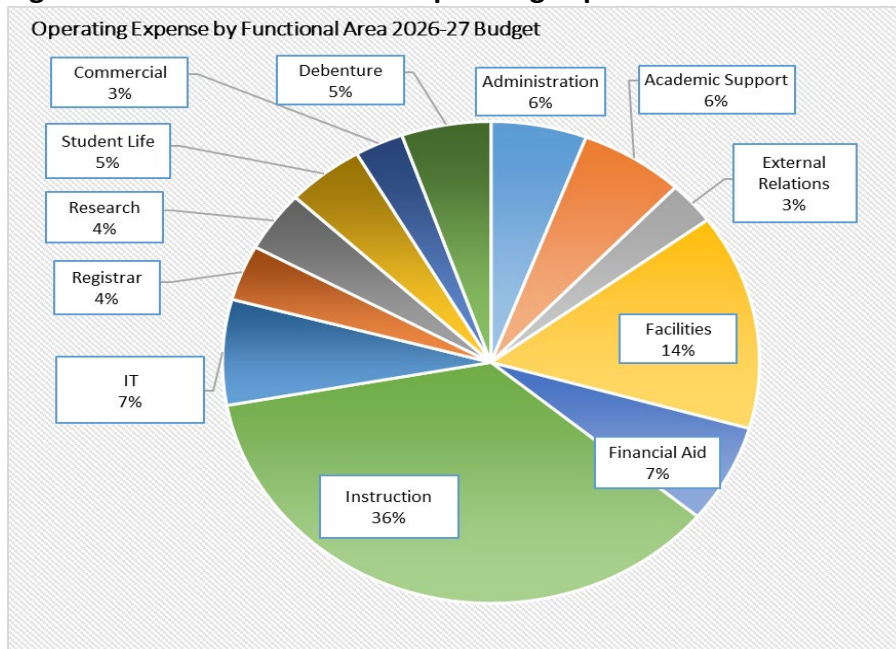
Ontario Tech has historically managed its expenses using a hybrid budgeting approach. For the fixed or ongoing portion of our expenses (e.g., salaries, licensing agreements, capital costs, reserves, etc.), mandated incremental year-over-year cost increases are automatically added to and factored into 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
Revenues							
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
Total Operating Revenues	236,661	3,371	29,742	12,442	19,362	9,213	310,793
Base Expenditures							
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)
Approved Base Expenditures	(183,287)	(17,169)	(30,261)	(12,027)	(22,363)	(9,139)	(274,247)
Budget Surplus/(Deficit) before Asks	53,374	(13,798)	(519)	415	(3,001)	74	36,546
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)
Total Net New Recommendations	(10,326)	(854)	(89)	(615)	(20,258)	-	(32,142)
Total Expenditures	(193,613)	(18,023)	(30,349)	(12,643)	(42,621)	(9,139)	(306,388)
Total CY Budget Surplus/(Deficit)	43,048	(14,652)	(607)	(200)	(23,259)	74	4,404
Funded through PY restricted reserves	500	-	721	-	-	-	1,221
Total Budget Surplus/(Deficit)	43,548	(14,652)	114	(200)	(23,259)	74	5,626

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

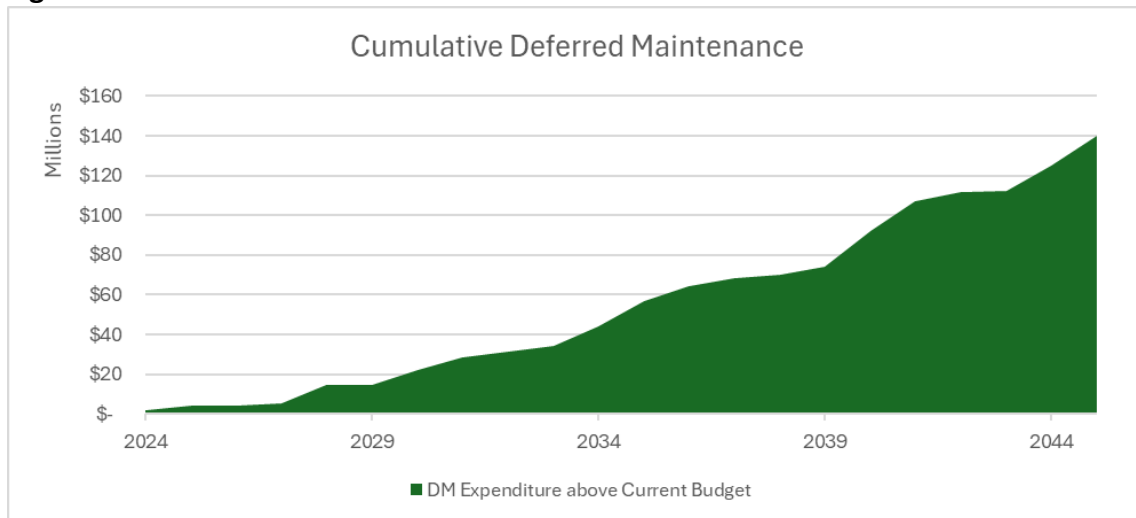
It is a common misunderstanding that accumulated reserves represent extra money that is available for the university to expend. For Ontario Tech, the reserves are revenues that are already spent or committed to specific projects. Based on best practices for working capital and deferred maintenance reserves, 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/maintenance⁴. 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 Expendable Net Assets /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.

⁴ 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

April 2026

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

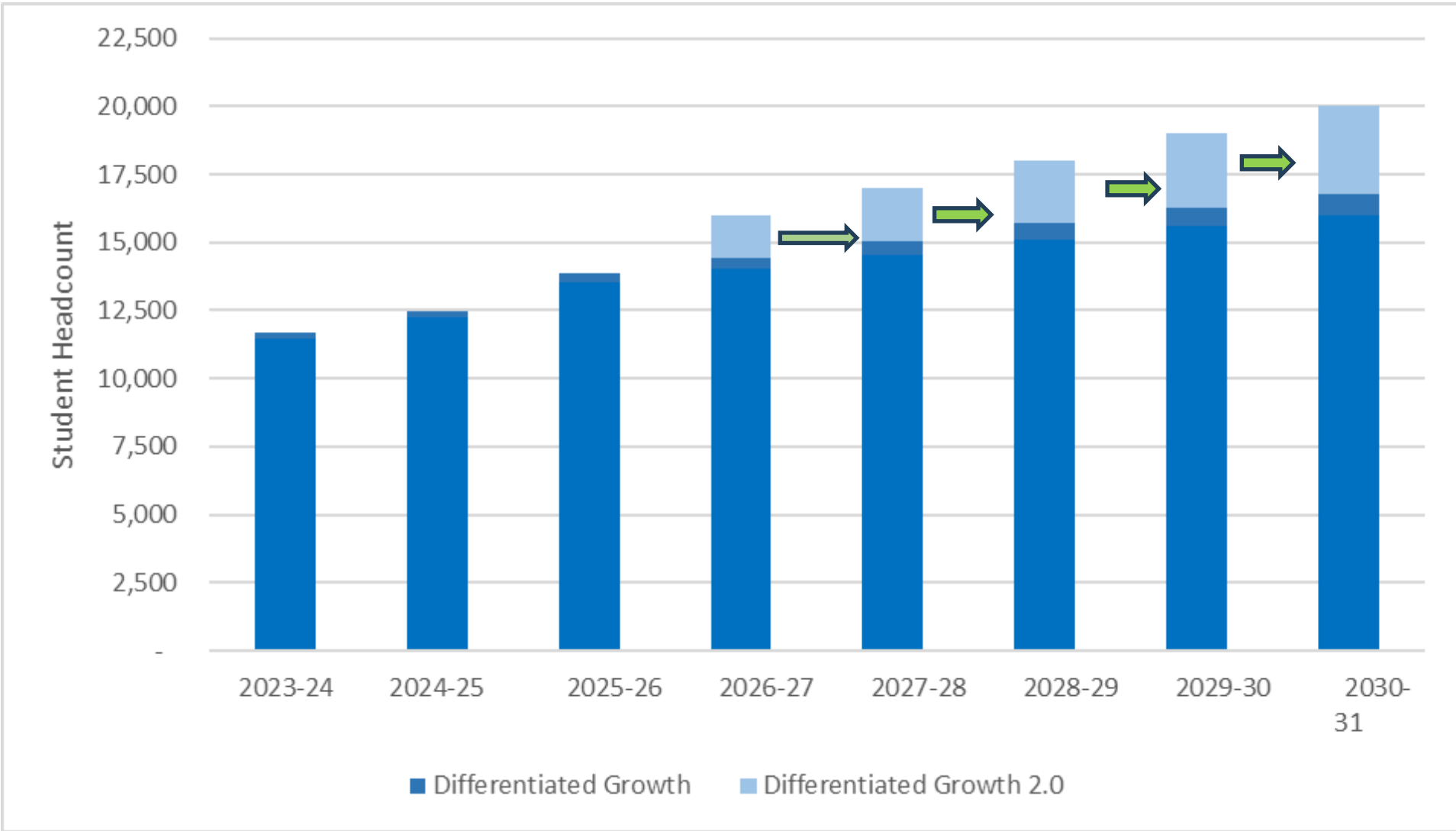




WHERE DO WE GO FROM HERE?

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

Differentiated Growth Enrolment Plan – Budget Assumptions



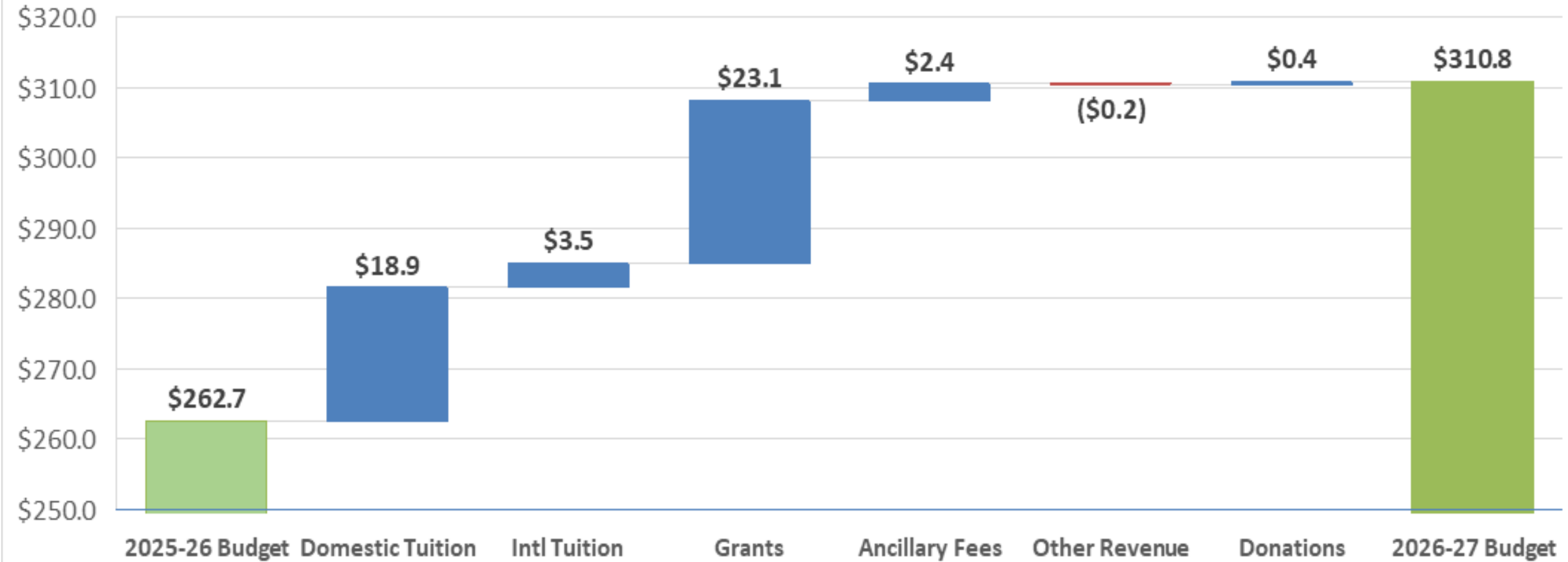
2026 – 2027 Budget Summary

Ontario Tech University 2026 - 27 DRAFT OPERATING BUDGET

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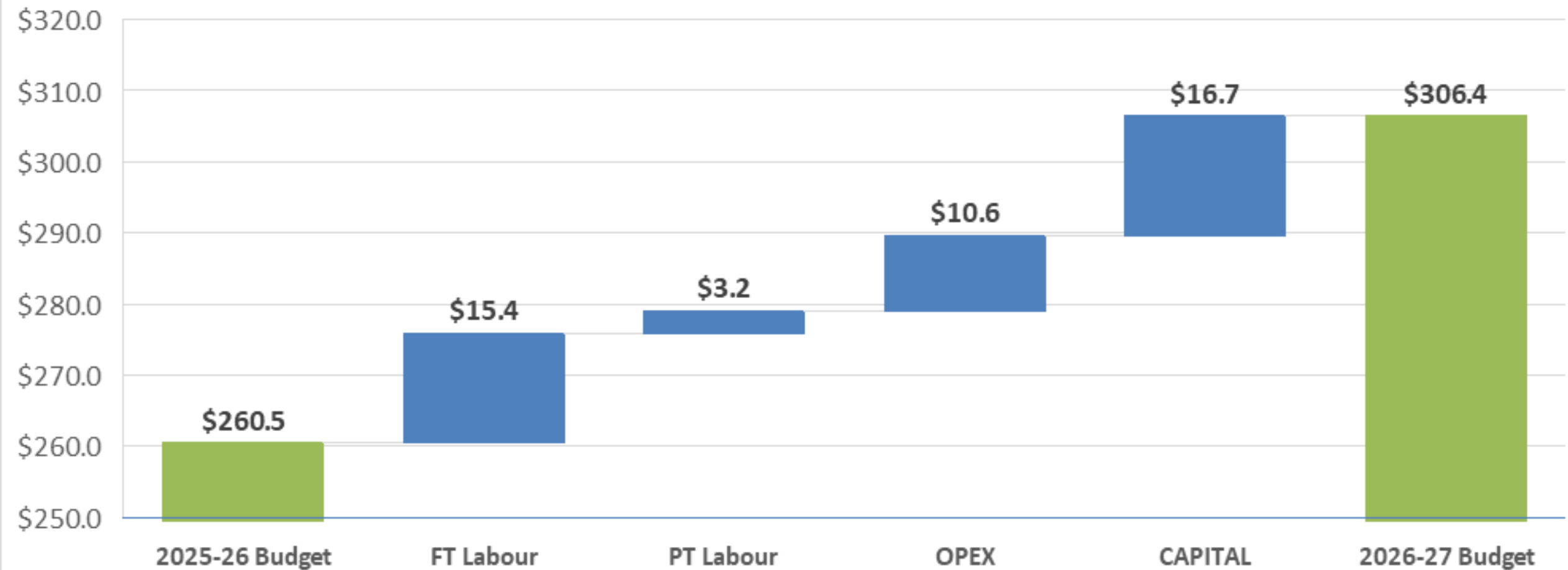
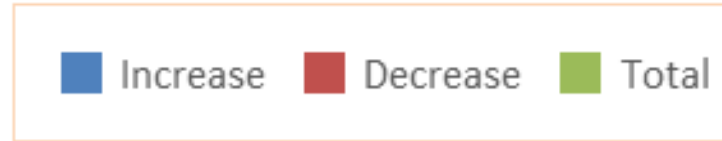
Revenue YOY Changes

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 5th Floor & Rec Expansion

South of Conlin

- SHA 5th 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



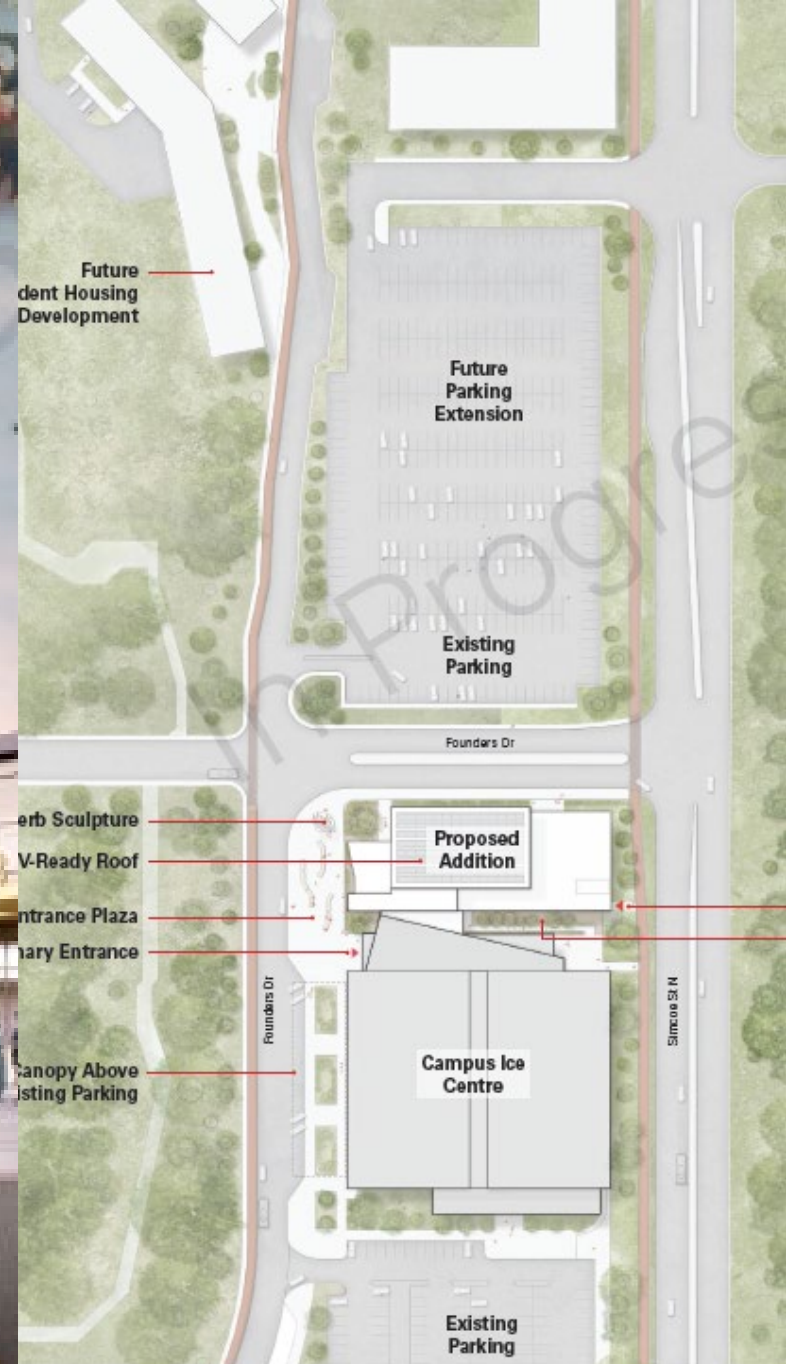
North of Conlin

**Athletic
Expansion**

**Opening
Summer 2028**



New Athletic Space

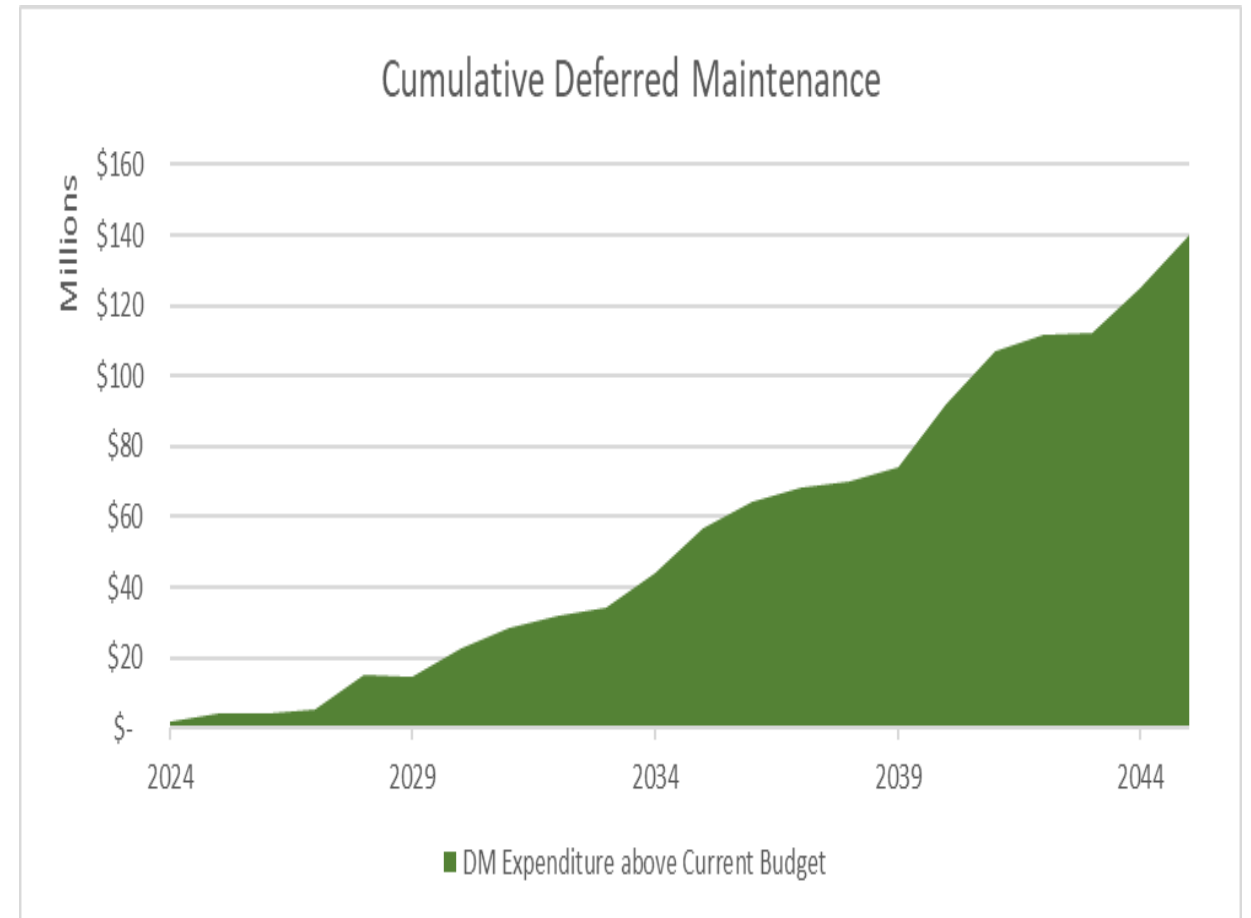


Multi-Year Budget Forecast

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

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??



BOARD REPORT

SESSION:

Public
 Non-Public
 Consent

ACTION REQUESTED:

Decision
 Discussion
 Information

TO: Board of Governors

MEETING DATE: May 7, 2026

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

FROM: Brad Maclsaac, Vice President, Administration

SUBJECT: Agenda Item 10.1: Campus Master Plan Update

EXECUTIVE SUMMARY:

Ontario Tech and Durham College are refreshing the Campus Master Plan (CMP), which provides a roadmap for shaping the future of the shared Oshawa campus. The updated plan builds on more than a decade of growth since the 2015 CMP, incorporating new data, evolving trends, institutional priorities, and insights from campus communities and external partners.

At its April 23, Meeting, S&P recommended for approval by the Board of Governors the Campus Master Plan Update.

MOTION FOR CONSIDERATION:

That pursuant to the Strategy & Planning Committee’s recommendation, the Board of Governors hereby approves the Campus Master Plan Update, as presented.

KEY CONSIDERATIONS:

- In February 2025, through discussion, S&P supported the two-phase review process as follows:
 - Phase 1 set the foundation for the CMP refresh through background review, analysis, and meetings with the College and University. Team members used this to prepare campus opportunities, constraints, and draft design framework, which informed updates to the campus vision and guiding principles. S&P Members recommended that Management consider how they prioritize the 17 principles in the 2015 plan. The 2025 plan proposes 4 “guiding principles” we will focus on.
 - Phase 2 included a campus phasing plan, design strategies, and other relevant material. S&P Members also recommended Management consider other partnerships and move past the long-term concept visual to actual agreement

on potential implementations. In the 2025 plan, we have focused on academic space south of Conlin Road and enhanced community growth in the forms of residence, commercial, and recreational expansion north of Conlin Road. The plan proposes the next few buildings and long-term partnership lands.

- This document focuses on the shared land with Durham College. The Downtown plan includes an expansion to Charles Hall. The CMP also highlights the importance of active transportation expansion, along with the connection to each location and between the two.
- Universities can no longer expect the government to fund the full capital projects as they have in the past. The last provincial infrastructure call was less than a third from the government, and that may be a lofty goal in today's environment. As expanded on in the financial analysis, Ontario Tech is aggressively looking at how to work with other partners to provide quality space for the future.

ANALYSIS:

Strategic Alignment: As part of the University's strategic priorities, we are committed to transforming education to improve lives and drive positive change. With the campus rapidly growing, the University requires new spaces to support student learning, wellness, and vital collaborations with partners. More than just a planning document, the CMP reflects our shared commitment to academic excellence, student experience, research, sustainability, and community connection. It's designed to guide future decisions about campus spaces and infrastructure, ensuring we continue to meet the evolving needs of both institutions, students, and the community. Notable updates include:

- **New spaces for learning and innovation** - Highlighting the next six potential buildings and the corresponding changes to the surrounding areas. Identifying five development areas, and an additional 100 acres that will become increasingly valuable and available for partnerships and/or ground leases.
- **Sustainable campus for the future** - Keeping campus mobility in mind by moving parking to the outside of campus. Getting to campus will be simpler for all with expanded bus routes and ride-share hubs to ease congestion.
- **Elevating community engagement** - Establishing a welcoming, full-service campus anchor and gateway at Simcoe Street North and Conlin efficiently. Offering new athletic facilities and modern enhancements to support our students in competing at all levels.

Financial Implications: As noted in the February 2025 S&P report, there are several different strategic enrollment scenarios that will achieve the planned significant enrollment growth by 2030, i.e., 20,000 students. Each of these could have multiple space requirements depending on the type of program (i.e., engineering versus business), course offerings (i.e., lab-based versus executive style on weekends), the type of researcher hired, 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.

To achieve strategic academic objectives, Ontario Tech is facing increased pressure 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 February 2021, Management opened consultations on a Re-imagining

Space Paper: **The proposed grand challenge discussed was: how can we work together to reduce our total office and traditional lecture theatre space to allow us to reallocate more space for dynamic learning and research activities, whilst at the same time reducing our reliance on leased spaces.**

Using current metrics, the University aims to add at least 300,000 gross square feet (gsf) of core teaching, research, study space to support our growth plans. In 2025 dollars, this equates to over \$250 million dollars in construction. In addition, with this core space, we will need ancillary services such as student housing and wellness spaces. For that reason, we know we will need to implement a phased-in approach that corresponds with our offerings. The other avenues we are exploring include, but are not limited to:

- Building Partnerships – like our new residence, where a developer will come in to build and operate, and the university gets an agreed-upon revenue stream. An alternative is to connect the residence with a new academic building where the developer funds and the University complete a lease-to-own agreement.
- Endowment Lands – the University and College could triple its enrollment and build along Simcoe Street. This leaves us 100 acres to explore long-term lease opportunities. The annuity from this could pay off a building loan.
- While the primary demand is for academic space, the University has dedicated ancillary fees to enhance student experience space. A review is underway to determine what addition(s) would serve the broader campus community by enhancing wellness offerings, providing informal study areas, enhanced food services, and social spaces.

LINKS/REFERENCE MATERIAL:

- [PDF - Draft Shared Campus Master Plan Update](#)
- PowerPoint - Shared Campus Master Plan Update Feb 2026

Durham College and Ontario Tech University

Shared Campus Master
Plan Update

February 2026

DRAFT



Shared Campus Lands Vision

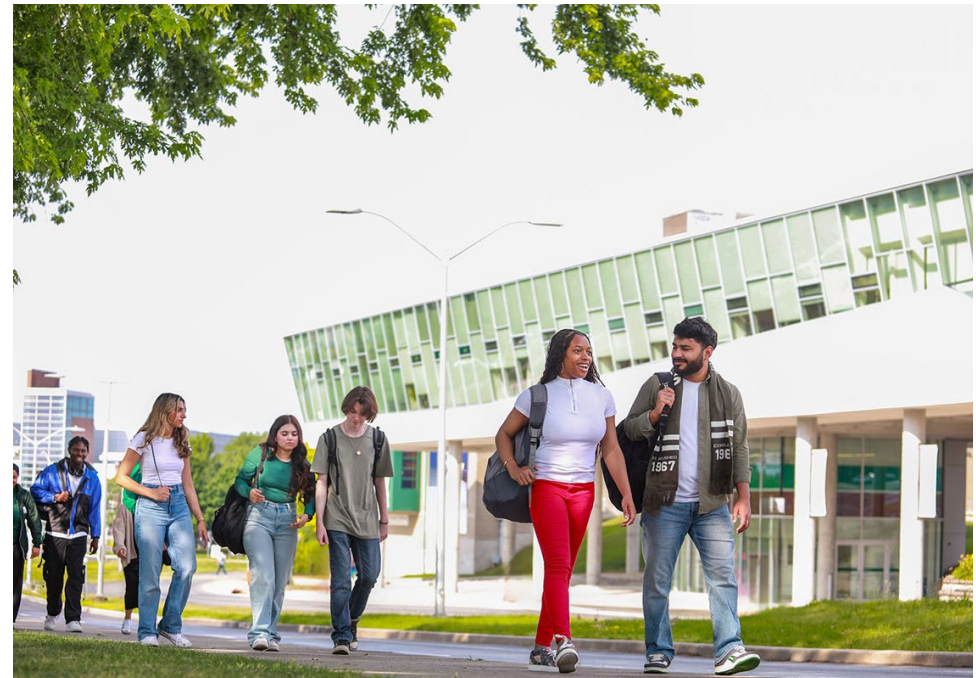
The shared campus of Durham College and Ontario Tech University will support a vibrant academic population, well-integrated into a prosperous broader community. Honouring its natural and cultural heritage, the campus will nurture a unique mix of applied and theoretical learning, teaching, and research. It will also be convenient, accessible, safe, sustainable, attractive – and welcoming.



Updating the 2015 Campus Master Plan

This is a timely review to best position Durham College and Ontario Tech to achieve their respective mission in the coming years and decades. Updating the 2015 plan, this is a visionary and pragmatic framework for achieving:

- a unified, accessible and sustainable North Campus, and
- an engaging community that is a centre of activity and inspiration.



Guiding Principles



Honour Origins and Traditions

Acknowledge, reflect and celebrate Indigenous and other cultural and historical influences.



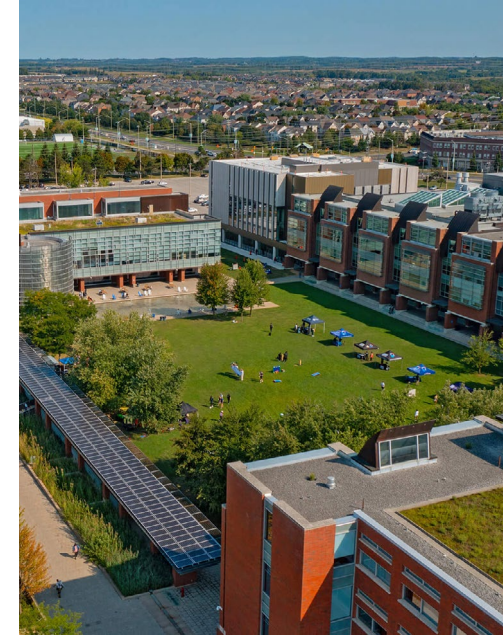
Share Campus Resources

Optimize resources by sharing land, buildings, and amenities, between the institutions and with industry, business, and the broader community.



Accessibility and Walkability

Expand transportation choices to advance safer mobility options and public transit, in balance with private vehicle use.



A Safe and Healthy Campus

Foster health, well-being, resilience and sustainability with buildings, operations, and ecological conservation.

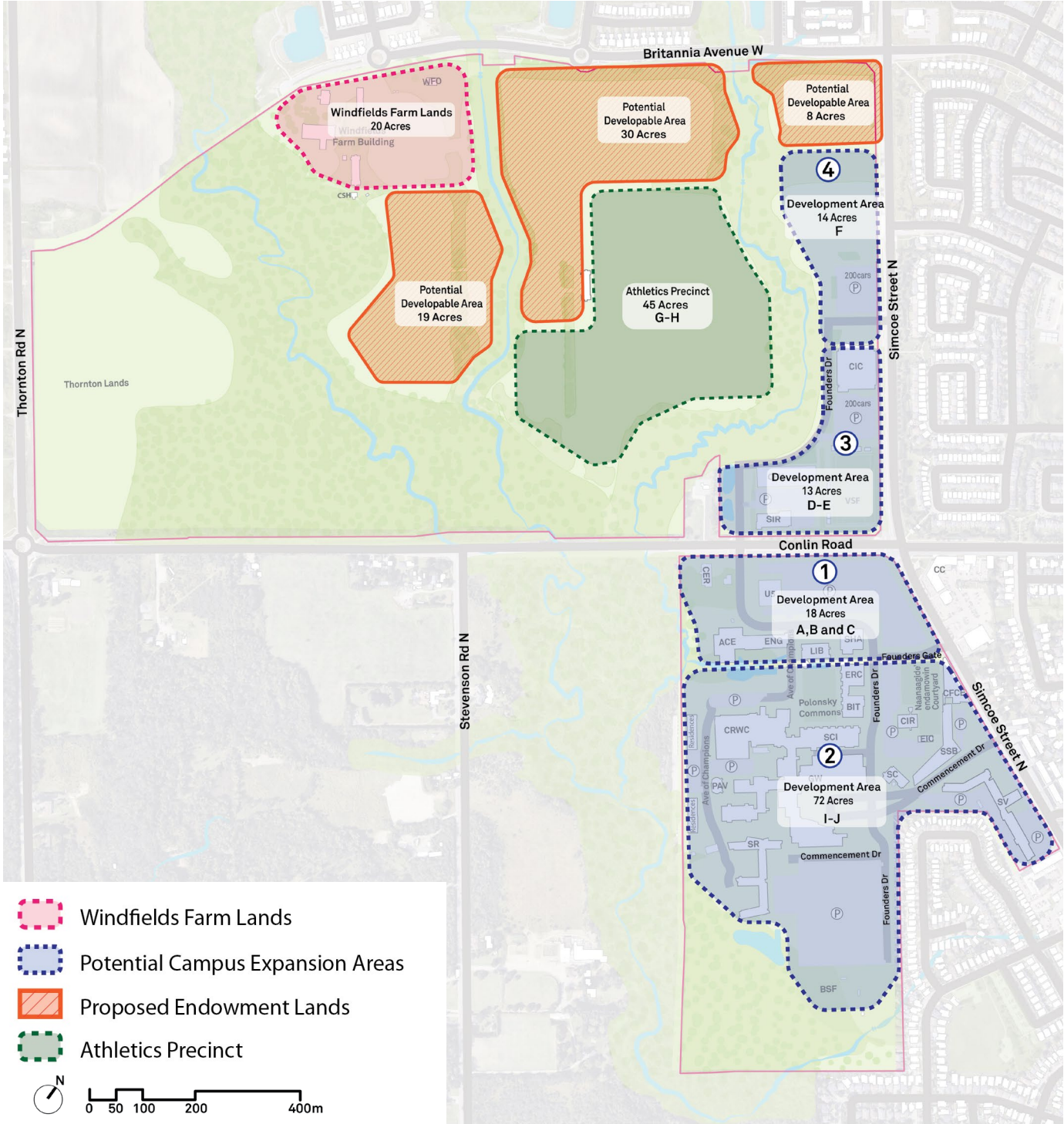
Planning and Design Directions

- A welcoming campus gateway at Simcoe Street and Conlin Road.
- Flexible, multi-purpose buildings to keep pace with the evolving needs of learners.
- Shops and services that support year-round community engagement.
- Pedestrian friendly and accessible.
- Buildings scaled to fit and frame a convenient open-space network.
- Landscaping that promotes outdoor activities, showcasing Oshawa Creek.
- Clear and enhanced wayfinding.
- Energy efficient and sustainable.



Development Framework

- ① Gateway buildings – a new campus entrance
- ② Redevelopment, intensification, retrofits
- ③④ Residences, student services, athletics



Shared Campus Initial Expansion



An Accessible, Convenient, Campus

Shared campus interior roadways will be:

- Flexible, inviting, and pedestrian-oriented.
- Low-speed, low-traffic.
- Safety focused.

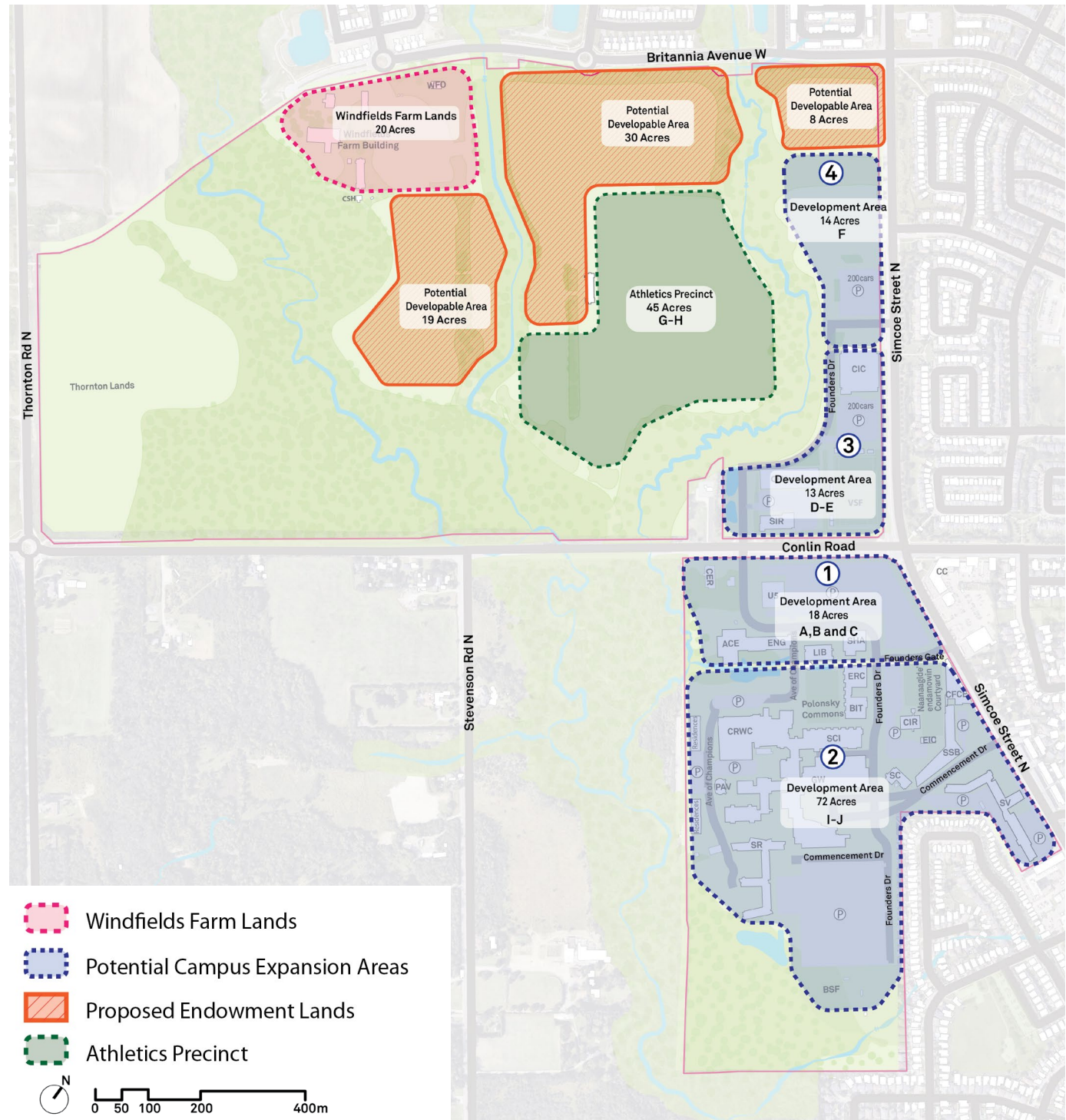
Gateway features at campus edges will provide visual and physical cues that drivers and pedestrians are entering a shared space.



Future Development Lands

About 100 acres outside the core could be leased for uses that enhance the campus and generate endowment wealth. These could include:

- Research and development facilities.
- A major sports and athletic precinct.
- Hotel/conference centre.
- Health and wellness facilities.
- Britannia Avenue West transit hub.



Moving Forward

- Update the land-sharing agreement to reflect new Vision, Principles, and Goals.
- Engage partners to help leverage land assets and advance institutional objectives.
- Assess major development proposals against this Plan's guiding principles.
- Engage stakeholders when considering significant changes.
- Keep the Plan current.



Board of Governors 141st Regular Meeting

**Minutes of the Public Session of the March 5, 2026, Meeting
Hybrid**

In-Person Location:

**The Dixon/Alger Fireside Reading Room LIB200
North Campus Library, 2000 Simcoe Street North Oshawa, Ontario, L1G 0C5
12:01 p.m. - 12:42 p.m.**

Governors Present:

Laura Elliott, Board Chair
Eric Agius, Vice-Chair
Ahmad Barari
Nolan Bederman
Frank Carnevale
Joe DeSario
Cynthia Domjancic
Mitch Frazer, Chancellor
Lorraine Gray
Matthew Mackenzie
Laura Money

Lisa McBride
Steven Murphy, President and Vice-Chancellor
Michael Rencheck
Hannah Scott
Alveena Shrestha
Gaurav Singh
Jeff Spiegelman
Dwight Thompson
Emily Whetung-MacInnes
Susanna Zagar

Regrets:

Carla Carmichael
Neeraj Grotra

Roger Poirier

Staff and Guests:

Kirstie Ayotte
Jamie Bruno
Nicola Crow, Board Secretary
Sandra Grouette (Secretary)
Krista Hester
Les Jacobs

Lori Livingston
Jennifer MacInnis
Brad MacIsaac
Scott Nokleby
Joe Stokes
Sarah Thrush

1. Welcome and Call to Order

The Chair called the Public Session of the Board of Governors Meeting to order at 12:01 p.m. and M. Mackenzie provided their personal Land Acknowledgement.

2. Agenda (M)

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

3. Conflict of Interest Declaration

None Declared.

4. Chair's Remarks

The Chair welcomed Governors to the 141st Board of Governors' Meeting.

The Chair encouraged Governors to participate in the Chancellor's Challenge on October 3, 2026, an annual University community-building fundraising event in support of students. The Chair also noted International Women's Day on March 8, and the milestone of 50 years of federal action on gender equality in Canada, with the Chair also reflecting on progress in leadership representation. Additionally, they provided an update on their attendance at the groundbreaking for Ontario Tech's first University-only student residence, The Ridge, which they recognized as a significant milestone that will enhance the on-campus student experience and strengthen the University community.

5. President's Report

The President reported on the recent provincial funding announcement including the tuition changes, noting the \$6.4B sector-wide funding as a short-term stabilization with the unfreezing of tuition after seven years, now capped at 2% annually. He advised that the University is reviewing the impacts of this announcement as well as continuing discussions with the Province.

The President advised that enrollment momentum remains strong, with undergraduate applications up 5.3% year over year with Ontario Tech again leading the province in per-capita first-choice applications. The President also shared recent international engagement efforts, including a recent delegation visit to the Philippines and Indonesia focused on nuclear skills training, workforce development, and long-term strategic partnerships in high-growth regions.

Finally, he reaffirmed progress on The Ridge student residence, with opening anticipated in September 2027. He noted that the project will house approximately 2,000 students and expand affordable, on-campus housing integrated with athletics facilities.

6. Academic Council Report* (I)

In J. Tam's absence, D. Thompson provided the Academic Council Report from the Meetings held on January 27, 2026 and February 24, 2026, respectively. He shared that across these meetings, Academic Council approved 19 major program modifications and received 15 minor program adjustments, alongside several institutional quality assurance reports. D. Thompson remarked that collectively, this work reflects strong faculty engagement and a continued focus on academic quality, innovation, and student success, to ensure programs remain responsive, forward-looking, and aligned with the University's priorities.

6.1. New Program Proposal: Faculty of Engineering and Applied Science: Graduate Diploma in Railway Engineering* (M)

During the discussion on the proposed railway engineering program, Governors heard from Dr. Scott Nokleby, Interim Dean of the Faculty of Engineering and Applied Science, that the initiative is industry-driven, responding to significant and growing demand for engineers trained in rail and transit systems. It was further noted that the sector has identified substantial workforce shortages, including unfilled engineering positions, and anticipates continued growth due to increased freight activity and major transit and infrastructure projects. Governors also learned that the program was developed in partnership with industry and aligns with the University's mission to meet workforce needs. Governors were advised that Ontario Tech is currently the only English-language institution in Canada offering comprehensive undergraduate and graduate

programming in this area. It was also reported that the program is open to qualified domestic and international applicants with an engineering background, with early undergraduate interest already demonstrating strong enrollment demand.

Upon a motion duly made by N. Bederman and seconded by S. Zagar, and pursuant to the recommendation of Academic Council, the Board of Governors hereby approves the establishment of the Type 3 Graduate Diploma in Railway Engineering, as presented.

7. Audit & Finance Committee (A&F) Report

S. Zagar provided the A&F Report from the February 19, 2026 Meeting, noting that the only item to report on will be addressed under Agenda Item 7.1.

7.1. 2026-2027 Tuition & Ancillary Fees* (M)

In relation to 2026-2027 Tuition Fees, S. Zagar highlighted that the newly announced 2% domestic tuition increase is now reflected in the proposed 2026-2027 tuition fees. Further, she outlined the proposed increases to the previously approved anomaly adjustments for select programs, with engineering tuition having reached its anomaly fee threshold and the regular tuition increase now applies. Additional proposed changes include a 5% increase to out-of-province tuition, a 3% increase in international undergraduate tuition consistent with the University's annual increase cap, a freeze on research-based graduate tuition, modest increases to course-based master's programs, and an inflationary adjustment to co-op fees.

S. Zagar noted that Academic Council was informed of the proposed changes and received updates following the provincial announcement. S. Zagar confirmed that the proposed increases align with sector practices, remain within provincial parameters, and ensure Ontario Tech's tuition rates continue to be competitive and below the provincial average, with bursaries in place to support student access and affordability.

A discussion ensued regarding the proposed tuition adjustments, during which Governors sought clarification on the rationale for anomaly increases in certain programs, trends in out-of-province tuition practices, and measures to support affordability for students from lower-income backgrounds. S. Thrush responded by outlining sector-based benchmarking, provincial policy context, and planned enhancements to student financial support.

Upon a motion duly made by F. Carnevale and seconded by J. Spiegelman, and pursuant to the recommendation of the Audit & Finance Committee, the Board of Governors hereby approves the 2026-2027 tuition fees, as presented in Appendix 1.

S. Zagar shared the proposed ancillary fee adjustments, noting an aggregate increase of 3%, which remains within the 3.2% Consumer Price Index limit set out under the fee protocol. She also noted that minor reallocations among existing fees were made to streamline fee categories. S. Zagar advised that albeit technology-related costs contribute to higher ancillary fees, it is to be noted that when considered alongside tuition levels that remain at or slightly below the provincial average, the University continues to be competitively positioned.

Upon a motion duly made by E. Agius and seconded by J. Spiegelman, and pursuant to the recommendation of the Audit & Finance Committee, the Board of Governors hereby approves the 2026-27 ancillary fees as presented.

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

G. Singh presented the February 3, 2026 GNHR Report. He noted that the key items are within the Consent Agenda.

9. Strategy & Planning (S&P) Report

E. Agius presented the February 5, 2026 S&P Report. He highlighted the annual update on the University's digital strategy which confirmed that the five-year enterprise project remains on schedule and on budget, with the test environment established and implementation planned for March 2027 with further details within the Reports in the Consent Agenda. E. Agius also provided an update on the Critical Nuclear Assembly project, including confirming that the necessary operating licence application to the Canadian Nuclear Safety Commission had been submitted and the ongoing engagement with provincial, federal, and industry partners in this regard. The update also noted a significant increase in applications to the nuclear engineering program, reflecting investments in facilities, industry engagement, and faculty expertise as part of Ontario Tech's expanding nuclear research and training ecosystem.

9.1. Student Recruitment, Retention & Success * (I)

E. Agius shared the annual report on student recruitment, retention, and success, noting a 5.3% year over year increase in undergraduate applications, outperforming many provincial peers.

He advised that S&P heard that recruitment success was attributed to a coordinated, data-driven strategy combining in-person and digital outreach. He also highlighted ongoing international recruitment efforts and a range of initiatives supporting student retention and success, including enhanced academic advising, digital literacy programming, targeted upper-year supports, and initiatives to support international and rural students.

The Chair recognized and commended the collective efforts of faculty, staff, and the broader University community in advancing student success and retention through a coordinated, student-centred approach that fosters engagement, belonging, and academic achievement.

10. Consent Agenda:

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

10.1. Public Session Minutes of the December 4, 2025 * (M)

10.2. Public Session Minutes of the November 20, 2025 A&F Meeting* (I)

10.3. Public Session Minutes of the October 30, 2025 GNHR Meeting* (I)

10.4. Public Session Minutes of the June 12, 2025 S&P Meeting* (I)

A&F Public Reports:

10.5. Annual Privacy Report* (I)

10.6. Annual Student Mental Health Report* (I)

10.7. Credit Rating Update* (I)

GNHR Public Reports:

10.8. 2026 Elections – Key Dates & Process* (I)

10.9. 2025-2026 Board/Committee Practices Assessment* (I)

**S&P Public Reports:
10.10. Annual Digital Strategy Update* (I)**

11. Adjournment

There being no other business, and upon a motion duly made by N. Bederman, the Public Session of the Board of Governors Meeting adjourned at 12:42 p.m.

Nicola Crow, University Secretary

DRAFT



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

**Minutes of the Public Session of the February 19, 2026 Meeting
via Videoconference
2:00 p.m. - 2:28 p.m.**

Governors Present:

Susanna Zagar, Chair
Laura Money, Vice-Chair
Nolan Bederman

Carla Carmichael
Joe DeSario
Cynthia Domjancic

Laura Elliott
Steven Murphy

Regrets:

Mitch Frazer

Staff and Guests:

Kirstie Ayotte
Nicola Crow

Sandra Grouette (Secretary)
Lori Livingston

Brad Maclsaac
Jennifer MacInnis

1. Call to Order and Land Acknowledgement

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

2. Agenda

Upon a motion duly made by L. Money and seconded by C. Carmichael, the Agenda was approved as presented, including approving and receiving the Consent Agenda and its contents.

3. Conflict of Interest Declaration

None declared.

4. Chair's Remarks

The Chair welcomed everyone to the first A&F meeting of the Board year. She also welcomed Sandra Grouette, who joined Ontario Tech University in January as Assistant University Secretary following Kirstie Ayotte starting her new role as Assistant to the President.

The Chair noted that February marks Black History Month, with the 2026 theme being "30 Years of Black History Month: Honouring Black Brilliance Across Generations." She also acknowledged that this week marks the beginning of Ramadan and the Chinese New Year, the Year of the Fire Horse, a symbol of strength, freedom, perseverance, and energy.

5. President's Remarks

The President provided an update on the recent announcement of the provincial \$6.4-billion investment in the sector, describing it as a welcomed step in the right direction. He noted that the funding is a medium-term stabilization measure, as it covers the whole sector for a four year period, including a modest 2% per annum tuition increase and the continued impact of the 2019 tuition freeze. He reported that the University is currently awaiting the outcome of the Ministry technical briefings to consider how best to position the University in relation to opportunities within this announcement.

The President also shared that undergraduate applications have increased by 5.3%, more than twice the provincial average, marking the fifth year Ontario Tech leads the province in per-capita first choice applications. He acknowledged the contributions of the Senior Leadership Team, particularly the Registrar's Office and the whole University community in achieving this success.

The President reported on his recent visit to the Philippines and Indonesia related to nuclear workforce development to highlight opportunities where Ontario Tech can support countries adopting nuclear technologies, including AI-enabled systems.

He concluded by celebrating the groundbreaking of The Ridge Residence, the University's first institution-owned residence, and thanked Governors for their support in attending this event.

6. Finance

6.1 2026-2027 Tuition & Ancillary Fees* (M)

L. Livingston referred to the President's remarks where they had shared highlights of the recent funding announcement. She advised that the newly announced 2% domestic tuition increase is now reflected in the proposed 2026-2027 tuition fees. She shared that the plan is to raise domestic undergraduate tuition by 2% and continue with the previously approved anomaly adjustments, by increasing Bachelor of Computer Science by 7.5% and the Bachelor of Commerce by 3.09%, with Engineering remaining unchanged as it had reached the allowable maximum fees limit.

She also advised that out-of-province tuition is planned to increase by 5%, and international undergraduate tuition by 3%, consistent with the University's cap on annual increases. L. Livingston added that research-based graduate tuition remains frozen, while course-based Masters' programs will increase by 2% (domestic) and 5% (international). A 2.7% inflationary adjustment to co-op fees was noted. L. Livingston also advised that Academic Council received a report on proposed tuition fee increases prior to the provincial announcement and so at its meeting next week, Academic Council will receive an update on the tuition changes arising from the recent funding announcement.

The Chair noted a minor edit to the motion to add the reference to Appendix 1.

Upon a motion duly made by N. Bederman and seconded by L. Money, the Audit & Finance Committee hereby recommends the 2026-2027 tuition fees, as presented in Appendix 1, for approval by the Board of Governors.

B. MacIsaac reported on the annual ancillary fee review under the University's protocol with the Ontario Tech Student Union (OTSU). He advised that the plan is to increase ancillary fees on aggregate by 3%, within the 3.2% CPI (Consumer Price Index) limit set out in management's purview under the fee protocol, with minor reallocations between existing fees to streamline categories. The Committee also received information on a proposed new OTSU fee of up to \$5 to support a nutrition access program, subject to an upcoming student referendum and further review of existing budget capacity.

Members asked questions regarding sensitivity in the international student market and what other institutions were doing with the allowable 2% tuition increase. L. Livingston shared that Ontario Tech's international tuition remains below the provincial average and competitively priced, and it is not anticipated that the proposed increases will negatively affect demand for programs. The availability of bursaries to support students from different geographic areas was also noted. B. MacIsaac advised that it is expected that every institution will apply the 2% tuition fee increase across the board as not doing so would signal the wrong message to the Province.

A discussion ensued on the competitiveness of ancillary fees as Ontario Tech's fees are higher in part due to technology-related costs, and whether sector-wide fee increases and OSAP changes might affect the University's position. B. MacIsaac responded that tuition levels remain at or slightly below sector averages and that universities have relied more on ancillary fees during the tuition freeze period. He also noted that long-term budget modelling reviews tuition scenarios over a 5-to-10-year horizon, including hypothetical increases to the 3.2% ancillary fee cap, with decisions made holistically to remain at or below that limit.

Upon a motion duly made by C. Domjancic and seconded by N. Bederman, the Audit & Finance Committee hereby recommends the 2026-27 ancillary fees as presented, for approval by the Board of Governors.

7. Consent Agenda* (M)

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

7.1 Public Session Minutes of the November 20, 2025 Meeting* (M)

7.2 Investment Oversight: Annual Investment Portfolio Report* (I)

7.3 Risk Management Update* (I)

7.4 Compliance Reports:

7.4.1 Annual Privacy Report* (I)

7.4.2 Annual Student Mental Health Report* (I)

7.5 Credit Rating Update* (I)

8. Adjournment (M)

There being no other business, and upon a motion duly made by L. Money the Public Session of the A&F Committee Meeting adjourned at 2:28 p.m.

Sandra Grouette, Assistant University Secretary

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

**Minutes of the Public Session of the February 5, 2026 Meeting
via Videoconference
2:00 p.m. - 3:05 p.m.**

Governors Present:

Eric Agius, Chair	Emily Whetung-MacInnes	Hannah Scott
Lisa McBride, Vice-Chair	Matthew Mackenzie	Alveena Shrestha
Ahmad Barari	Roger Poirier	Jeffrey Spiegelman
Laura Elliott	Michael Rencheck	

Regrets:

Mitch Frazer	Steven Murphy
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Staff and Guests:

Kirstie Ayotte	Krista Hester	Jennifer MacInnis
Nicola Crow	Les Jacobs	Joe Stokes
Sandra Grouette (Secretary)	Lori Livingston	Sarah Stokes
	Brad MacIsaac	Sarah Thrush

1. Call to Order and Land Acknowledgement

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

2. Agenda

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

3. Conflict of Interest Declaration

None Declared.

4. Chair's Remarks

The Chair welcomed everyone to the first S&P Meeting of 2026 and of the Board year. He extended a welcome to Sandra Grouette, who joined Ontario Tech University in January as Assistant University Secretary following Kirstie Ayotte starting her new role as Assistant to the President.

The Chair shared that February is Black History Month and this year's theme is "30 years of Black History Month: Honouring Black Brilliance Across Generations" a celebration of 30 years of Black History Month in Canada. He noted that as Canadians recognize this month and the 30th

Anniversary, it presents an opportunity to learn, a time to reflect and to reaffirm commitments in this month and beyond.

5. President's Remarks

In the President's absence and on their behalf, K. Hester shared updates on recent University events. She reported on the 5.3% year over year increase in undergraduate applications, which is more than double the provincial average, with the growth being attributed to the strength of the University's academic programs, its strong reputation, and its emphasis on career-ready, future-focused education. K. Hester also updated the Committee on the recent productive visit to the Philippines and Indonesia by the President and herself which centred on nuclear energy skills training, broader workforce development, human capacity building, and pathways for upskilling and reskilling. She noted that the visit emphasized the strategic importance of engaging in regions with growing populations and rapidly evolving power systems amid global energy transitions.

K. Hester also reported on this week's groundbreaking for the new on-campus residence, The Ridge. Scheduled to open in Fall 2027, she advised the residence will support the University's growth and enhance the student experience by offering modern housing aligned with the strategic "sticky campus" priority. She further noted that the project will help address regional student housing needs, strengthen academic-life balance, and expand residential capacity as the University advances toward its goal of 20,000 students.

6. Strategy

6.1 Student Recruitment, Retention & Success* (D)

L. Livingston provided an update on the University's recruitment performance. She shared that this year the University has achieved a 5.3% increase in undergraduate applications in comparison to last year and a 73% increase in total applications since January 2021. She noted that this performance exceeds many provincial peers despite significant drops in some of our program areas, such as computer science. International recruitment remains active to ensure readiness for when the market opens again as international students remain important, particularly at the graduate level.

L. Livingston provided an overview of the University's multi-pronged recruitment approach which combines in-person outreach, online engagement, and targeted, data-driven recruitment by school and discipline, supported by a detailed analytics dashboard. She also shared some examples of the strategies employed, including on-campus events, student ambassador outreach initiatives and specific Faculty activities, which also help to strengthen recruitment in undersubscribed programs.

L. Livingston emphasized retention and student success as cost-effective drivers of sustained enrollment and shared the wide range of supports offered by the University to support retention efforts, together with new and ongoing initiatives. She highlighted an early-alert system led by academic advising, the NExt Hub and its digital literacy modules which focussed on ethical use of AI and use of AI in the classroom, an upper-year retention program for students experiencing academic challenges, and international student welcome events.

During the ensuing discussion it was noted that online pre-admission options and targeted outreach help address prerequisite gaps for rural/small-town applicants. A Faculty of Engineering and Applied Science initiative was shared as an example, which offered a pre-engineering pathway for students from rural areas lacking prerequisite courses, allowing them to complete a catch-up term before entering the full program. It was noted that this initiative enrolled about 60 students last year.

In addition, in response to an inquiry about the impact of rising GPA admission requirements, J. Stokes reported that observed grade inflation post COVID-19 has declined, with averages returning closer to pre-pandemic levels. Further, it was shared that annual regression analysis shows a nonlinear relationship between high school averages and first-year performance with students entering in the mid-70's demonstrating comparable success to those with higher grades.

7. Planning

7.1 Digital Strategy Update* (D)

S. Stokes provided an update on AI capacity-building initiatives within the University's teaching and learning space. She highlighted the integrated institutional approach supporting responsible AI use by aligning student learning supports, instructional development, and educational technology. She shared with the Committee some key initiatives including the AI and Assessment Scale, the NExt Hub digital literacy platform and the University's Generative AI Modules.

She also reported on complementary programming being offered, which includes discipline-specific student workshops on AI use in coursework, faculty development sessions on pedagogical applications of AI, and targeted workshops for academic units. S. Stokes highlighted ongoing initiatives, such as the "Speaking of Learning" podcast, the annual teaching and learning conference, weekly makerspace drop-ins, and the Quad C booking system.

A Member commended S. Stokes for the excellent presentation. In response to a question, S. Stokes shared how the University's AI strategies include introducing academic literacy skills programming into high schools. She also reported that following the piloting of the University's generative AI modules with current students, the plan is to expand this initiative by developing an add-on component for teachers and high school students.

B. Maclsaac also shared that the Frazer Faculty of Education is collaborating with the Ministry on several initiatives, including a grant-supported project. Members encouraged the University to continue pursuing opportunities broadly and proactively, emphasizing the rapid pace of AI adoption in industry and the importance of ensuring that incoming students arrive with foundational knowledge in this area.

S. Stokes confirmed that program evaluation is a core element of all Teaching and Learning Centre activities and that the same evaluative approach is applied to AI capacity-building initiatives to ensure consistency and accountability.

B. MacIsaac updated the Committee on the significant progress in the Digital Strategy, reminding Members that this work aligns with the Integrated Academic-Research Plan. He highlighted key initiatives including the introduction of the 24/7 learning management system enhanced by AI, noting early results showed that after regular service hours, approximately 500 student inquiries were handled by the system, with 98% resolved on the first attempt. He also reported on the current status of AI adoption at the University and the multi-year Banner enterprise system renewal project, now entering its fourth year on time and on budget.

8. Significant Project Oversight

8.1 Critical Nuclear Assembly Project (I)

L. Jacobs reported on the subcritical facility project. He shared that the Class 2 operating licence application was submitted to the Canadian Nuclear Safety Commission (CNSC) on December 31, and a formal review is expected to begin shortly, after which the project will appear on the CNSC public project list. He advised that active discussions continue with several industry partners, including Canadian Nuclear Laboratories, Atomic Energy of Canada Limited, Bruce Power, Ontario Power Generation, and Kinetrics to align training, testing, and research use cases with the facility's capabilities.

He noted the approximately 50% increase in applications to the nuclear engineering program this year, attributed in part to investments in new facilities and heightened industry engagement. He advised that the subcritical facility is positioned as a key pillar of a broader nuclear research and training ecosystem at Ontario Tech, alongside the power plant simulator and other potential future facilities, with this emerging ecosystem's focus being on industry-aligned training and specialized research capacity. L. Jacobs also reported on Federal government engagement activities which are exploring potential support for nuclear facility capacity building and other related priorities.

A Member recommended exploring Arctic and defence use cases. L. Jacobs confirmed work was already underway, including initial discussions with an Arctic Training Centre for simulation collaborations.

9. Consent Agenda* (M)

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

9.1 Public Session Minutes of the June 12, 2025 Meeting* (M)

10. Adjournment (M)

There being no other business, and upon a motion duly made by M. Rencheck the Public Session of the S&P Committee Meeting adjourned at 3:05 p.m.

Sandra Grouette, Assistant University Secretary

BOARD REPORT

SESSION:

Public
Non-Public
Consent

ACTION REQUESTED:

Decision
Discussion
Information

TO: Board of Governors

MEETING DATE: May 7, 2026

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

FROM: Brad Maclsaac, Vice President, Administration

SUBJECT: Agenda Item 11.4: Annual Risk Report

EXECUTIVE SUMMARY:

Risk management at Ontario Tech has continued to evolve from a foundational University Risk Management (URM) approach toward a mature and integrated Enterprise Risk Management (ERM) model. While overall risk exposure remains balanced, several cross-cutting areas continue to warrant Board attention due to their institutional impact and interconnected nature.

The report, presented to the Audit & Finance Committee (A&F) at its April 23 Meeting, emphasizes the following heightened or priority focus areas for the Board: Artificial Intelligence risk, Differentiated Growth Strategy, Government Policy/Funding, Global Trends, Reputation & Campus Climate, and Operational Resilience.

As part of the ERM, the University has strengthened its integration with key enabling functions, including insurance and compliance. The insurance program continues to be actively managed to ensure appropriate coverage, financial protection, and alignment with the University's evolving risk profile, while responding to external market pressures and emerging exposures. In parallel, compliance practices have been formalized to support adherence to legislative, regulatory, and institutional requirements, reducing exposure to legal, financial, and reputational risk.

KEY CONSIDERATIONS:

- Board governance expectations are framed through six measures of progress (framework sustainability, leadership accountability, routine top-risk discussion, integration into Audit & Finance work planning, Board training, and annual Board assessment/direction), and all areas have been met.

- The 2024 strategic reassessment identified opportunities to enhance clarity and consistency through standardizing terminology and clarifying responsibilities. The University refined its approach to aligning operating and enterprise risk through the implementation of ten thematic Enterprise Risk Buckets, which now underpin institutional risk reporting.
- The 2025–2026 cycle reflects continued advancement, including improved alignment between operational and enterprise risks and greater stability in mitigation strategies. Key Risk Indicators (KRIs) have been developed and are being validated with Risk Owners to ensure alignment with existing reporting structures and strategic priorities.
- The 2025–2026 risk dashboard indicates continued maturity: fewer identified risk causes, more established controls, and less year-over-year change to mitigation strategies—suggesting controls are operating as intended, and treatments are becoming embedded.
- Significant progress has been made in strengthening institutional resilience through the advancement of Business Continuity Planning (BCP). These efforts have progressed materially (guidebook and toolkits distributed; institutional access requirements formalized; SLT delegate coverage identified), with ongoing work to finalize, validate, and embed plans.

NEXT STEPS:

Risk Management: The next phase will focus on finalizing Key Risk Indicators (KRIs) and aligning them with existing reporting structures to enhance clarity, reduce duplication, and strengthen data-driven oversight. In parallel, the university will continue to advance project governance, knowledge retention, and business continuity planning to support operational resilience and consistent execution. These efforts will further embed risk management into institutional decision-making and sustain ongoing program maturity.

ATTACHMENTS:

- Annual Risk Report 2025-2026



ANNUAL RISK MANAGEMENT REPORT

April 2026

Prepared by:
Brad MacIsaac - Chief Risk Officer
Jackie Dupuis - Director of Risk Management

BACKGROUND AND MATURITY

Established in June 2014, the University Risk Management (URM) framework was developed through collaboration between faculty and administrative units, culminating in a comprehensive institutional risk register in 2017. This foundation has been critical in systematically identifying, assessing, and mitigating risks across the university, reinforcing a strong commitment to safeguarding operations and strategic objectives.

The University Risk Management Policy was subsequently enhanced to designate Risk Owners and Risk Leads at the Director level, strengthening accountability and leadership engagement. By 2021, this expansion increased active risk registers from 27 to 36, broadening participation and enhancing institution-wide awareness of risk exposures and mitigation strategies.

In 2023, targeted risk bulletins further advanced the university's risk maturity, driving a measurable increase in stakeholder inquiries and clarity requests, and reflecting stronger engagement in risk-informed decision-making.

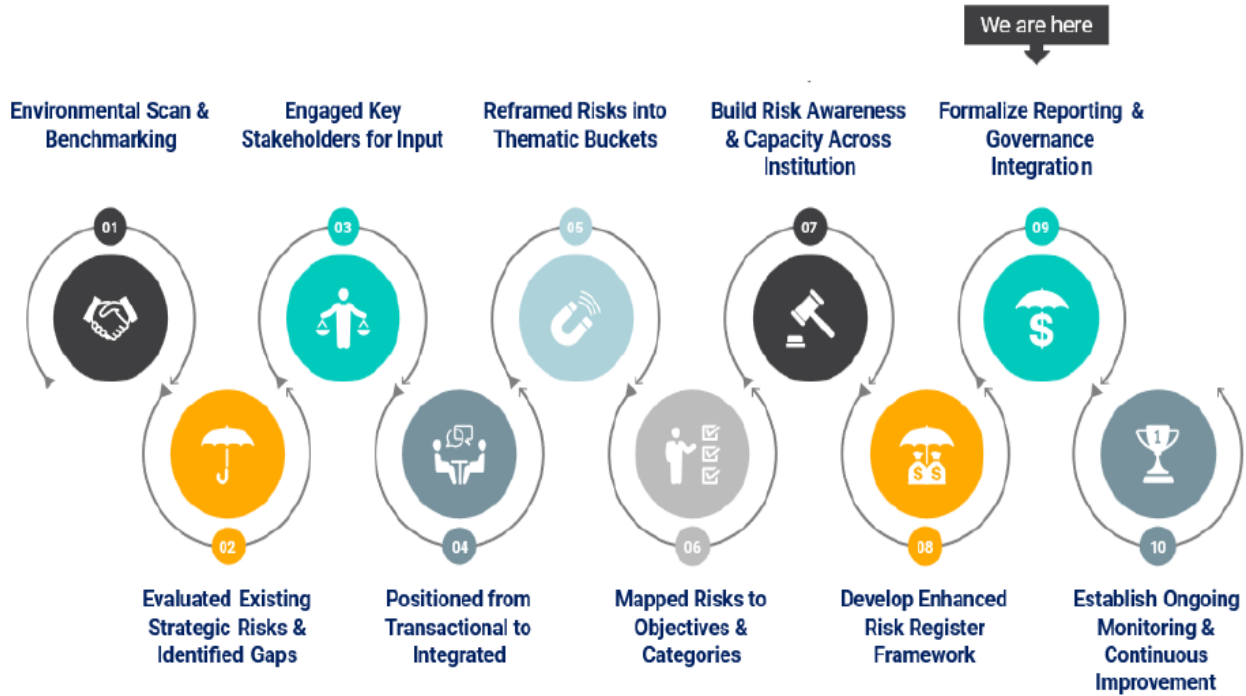
As reported to the Board in April 2024, recent operational challenges prompted a strategic reassessment of the university's approach. This review identified key barriers, including inconsistent terminology, limited differentiation between enterprise and operational risks, integration challenges, and ambiguity in roles and responsibilities. In response, management initiated enhancements to transition toward a more mature Enterprise Risk Management (ERM) model, including the development of refined thematic "Enterprise Risk" categories aligned with institutional priorities.

Through environmental scanning, stakeholder engagement, and structured risk evaluation, these thematic risk categories have been established to:

- Align risk identification and oversight with institutional objectives
- Reframe risks within a broader enterprise context
- Identify and address gaps in current risk oversight practices
- Strengthen integration with strategic planning and decision-making processes

Key Risk Indicators (KRIs) have been developed and shared with Risk Owners for validation against existing reporting structures and strategic priorities. These thematic categories have also been integrated into an enhanced risk register, improving alignment between operational risks and enterprise-level oversight.

ADVANCEMENT OF THEMATIC BUCKETS



Next Steps

The final phase of implementation is underway, with a focus on embedding risk management into institutional culture and governance structures. Key initiatives include:

- *Finalizing Key Risk Indicators (KRIs), associated reporting and governance structures*
- *Establishing a continuous feedback loop to support ongoing risk refinement, responsiveness, and alignment with emerging risks*

BUSINESS CONTINUITY PROGRESSION

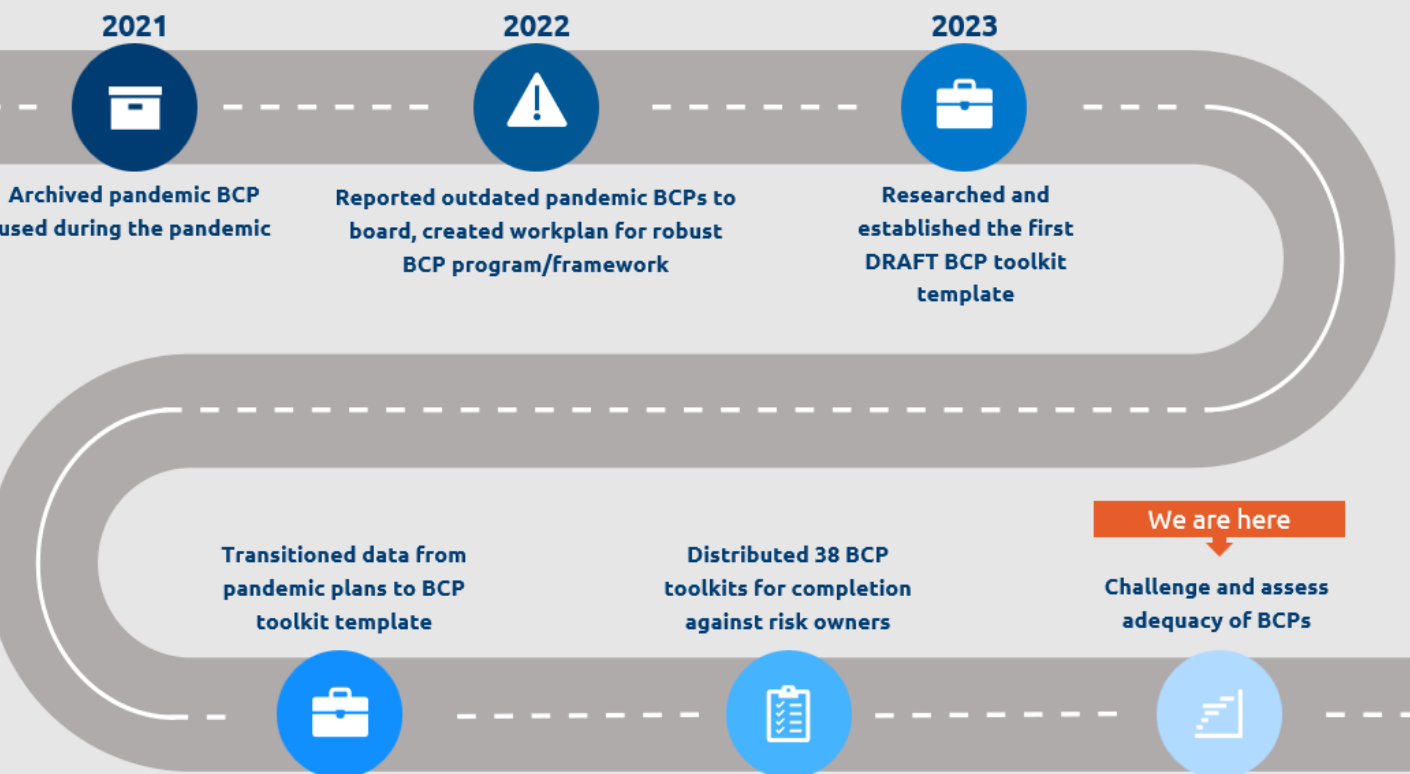
The Business Continuity Planning (BCP) program has made significant progress, with key foundational elements now established across the institution.

A [Business Continuity Plan Guidebook](#) has been developed and shared with the university community, providing standardized direction and expectations for continuity planning. In support of plan development, thirty-eight (38) [Business Continuity Plan toolkits](#) have been distributed to Risk Owners and their delegates across the university.

Institutional access requirements have been formalized, with the CIO, CRO, and Chief of Staff identified as requiring access to all BCPs to enable coordinated response and decision-making during disruptions. In addition, members of the Senior Leadership Team (SLT) have identified both primary and secondary delegates to support [continuity of leadership](#) in the event of unavailability.

Collectively, these actions establish a consistent institutional framework for business continuity and strengthen the university's ability to respond effectively to operational disruptions. Work is ongoing to finalize, validate, and embed all plans as part of regular operations.

Business Continuity Planning Roadmap

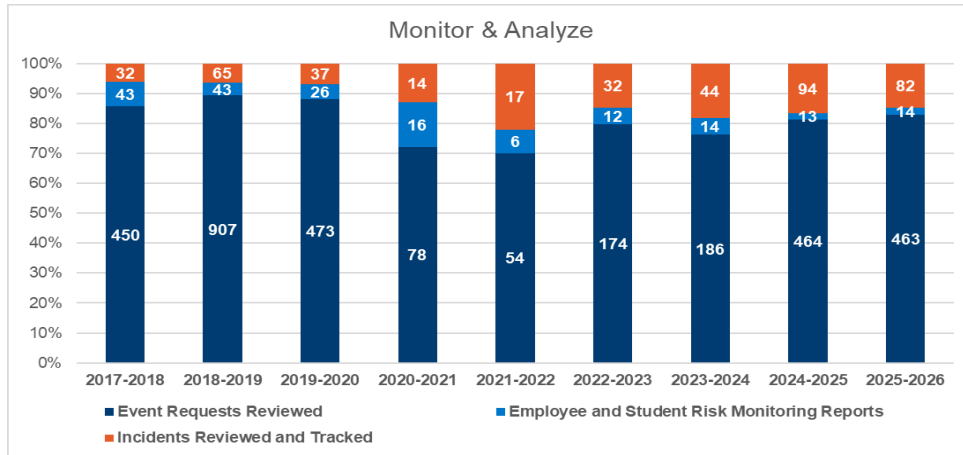


MEASURING UNIVERSITY RISK MANAGEMENT

The Board is charged with ensuring a proper framework is in place for the university’s risk management. The university adopted the following six measures of progress as recommended by The Association of Governing Boards in partnership with United Educators¹ :

Measure 1: The university demonstrates how the URM is sustained as a priority.

SLT remains unified in managing risk and setting the appropriate ‘tone at the top’ by facilitating informed decision-making regarding financial, reputational, strategic, and operational risks within their portfolios.

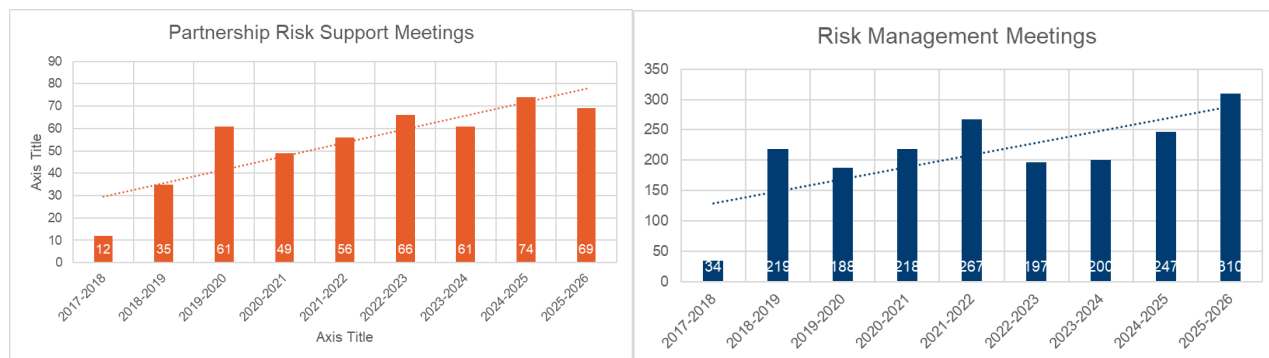


The Risk Management [website](#) continues to evolve with new tools and resources that support the university community and promote risk-informed decision-making.

The university maintains a dedicated Risk Management function, including a Director of Risk Management and a Compliance Officer, supported by the Vice-President, Administration, strengthening oversight and accountability.

Measure 2: The Board verifies that URM is an essential objective for leadership.

The President retains overall risk responsibility for the university, all SLT members are assigned risk work in various forms within their respective portfolios. These charts serve to visually demonstrate the ongoing meetings with leadership, management, and external stakeholders.



¹ From “A Wake-up Call: Enterprise Risk Management at Colleges and Universities Today”, A Survey by the Association of Governing Boards of Universities and Colleges and United Educators, 2014, pp. 3 to 10

Measure 3: The Board discusses the top strategic and operational risks facing the University and understands how they are managed and monitored.

The Board receives an annual report, along with regular updates at each Audit & Finance Committee (A&F) meeting, highlighting emerging, high, and extreme risks requiring ongoing mitigation, as well as key emerging risks and heightened focus areas across the university.

Measure 4: The A&F Committee includes risk management discussions in its work plan.

URM is part of the A&F Work Plan. As noted in the Board Memo, regular talks and reports on risk management are presented quarterly, with the annual report in April.

Measure 5: The University engages the Board in training sessions on risk

Board professional development sessions complement general risk discussions by focusing on priority risk areas that evolve annually based on environmental changes and Board membership.

Measure 6: The Board assesses the URM and the success of the stated URM goals and objectives.

A&F receives an annual report that aims to secure the Board's comments and direction on the URM process and progress.

RISK DASHBOARD

The annual report in 2025 adopted a new direction on reporting based on the university's ten (10) [thematic buckets](#) identified during an exercise in 2023-2024. The dashboards presented below provide a comprehensive overview of the university's risk portfolio for the 2025-2026 period.

The 2025–2026 dashboard reflects the continued maturity of the university's risk management framework. Notably, the university has achieved measurable progress in strengthening control effectiveness. A reduction in identified risk causes, alongside an increase in established controls, demonstrates that existing controls are operating as intended and are successfully addressing underlying risk drivers.

In addition, there has been less year-over-year change to mitigation strategies, suggesting increased stability and consistency in risk treatment approaches. This indicates that previously implemented strategies are becoming embedded and effective, reducing the need for ongoing adjustment. Collectively, these trends reflect a shift from risk identification toward control optimization and sustained risk mitigation, reinforcing the continued advancement of the university's risk maturity.

The content categories outlined below are formally [defined](#).

2025–2026 RISK MANAGEMENT DASHBOARD

Data Count	Local Risks	Institutional Risks (I)	Consolidated Risks (C)	Controls	Causes	Mitigation Strategies	Mitigation Strategies to Controls 2025–26	Mitigation Strategies Altered	Risk Drivers
22–23	107	189	68	256	175	518	14	211	75
23–24	105	240	10	410	409	511	21	147	106
24–25	142	294	10	410	432	497	18	202	111
25–26	151	301	10	429	407	478	19	161	104

Master Registry Summary and Thematic Buckets

This section presents a high-level overview of the university’s ten thematic risk buckets, including key risk factors, underlying causes, mitigation strategies, and progress. It reflects the institution’s proactive approach to managing risk in support of its strategic priorities.

Figure 1 – Master Registry Summary & Thematic Buckets

	Overall	Risk Factor	Causes	Mitigation Strategies	Progress
A c a d e m i c	On Track: 33%	Academic Perform Decline	Outdated curriculum, weak support, mental health challenges	Teaching excellence and faculty development	➔
		Accreditation and Compliance Risk	Standards gaps, qualification issues	Strengthened monitoring processes	➔
		Curriculum Misalignment	Rapid industry change, weak employer links	Data-driven curriculum updates	➔
	In Progress: 67%	Faculty Workload and Quality	Large classes, admin burden	Advising and student success initiatives	➔
		Enrollment Shifts	Demographics, program saturation	Flexible delivery (hybrid, micro-credentials)	✔
		Student Engagement Decline	Ineffective teaching, limited activities	Experiential learning and innovation	✔

	Overall	Risk Factor	Causes	Mitigation Strategies	Progress
Research	On Track: 50%	Funding Sustainability	Budget cuts, reduced corporate funding, economic downturns	Diversified funding (grants, industry, philanthropy)	✓
		Research Ethics and Compliance	Weak oversight, data manipulation, conflicts of interest	Strengthened ethics frameworks and compliance oversight	✓
	In Progress: 50%	Talent Competition	Higher external salaries, limited incentives, funding constraints	Targeted recruitment and retention strategies	➔
		Research Security	Cyber risks, unauthorized access, IP theft	Enhanced cybersecurity and data protection	➔
		Commercialization and Knowledge Transfer	Bureaucracy, weak industry links, limited business skills	Innovation hubs and commercialization support	✓
		Shifting Research Priorities	Policy changes, emerging fields replacing legacy areas	Agile strategic alignment to global priorities	➔

	Overall	Risk Factor	Causes	Mitigation Strategies	Progress
Student Experience	On Track: 50%	Mental Health and Wellness Demand	Academic stress, financial pressure, societal changes	Expanded mental health and crisis support services	✓
		Campus Safety and Conduct	Security gaps, weak policy enforcement, socio-political tensions	Strengthened security, anti-harassment policies, reporting systems	✓
	Standstill: 33%	Student Expectations Gap	Misaligned marketing, shifting generational expectations	Student feedback and engagement initiatives	●
		Accessibility and Equity	Limited inclusivity, insufficient aid, lack of accommodations	Enhanced inclusive services and support programs	➔
	In Progress: 17%	Campus Infrastructure	Aging facilities, lack of study space, weak digital resources	Modernized, inclusive infrastructure upgrades	✓
		Socio-Cultural Disruptions	Activism, value shifts, misinformation	Collaboration with student groups on policy and initiatives	●

	Overall	Risk Factor	Causes	Mitigation Strategies	Progress
Enrollment	On Track: 67%	Declining Student Applications	Demographic decline, reduced international demand, rising tuition costs	Data-driven recruitment targeting high-potential markets	✓
		Competitive Pressure	Online alternatives, aggressive institutional marketing	Expanded scholarships and financial aid	➔
	In Progress: 33%	Student Retention Challenges	Financial hardship, mental health issues, academic disengagement	Strengthened advising, career, and wellness support	✓
		Program - Labor Market Misalignment	Limited employer input, slow curriculum updates	Predictive analytics for identifying at-risk students	➔
		Diversity and Inclusion Gaps	Admission barriers, affordability, campus climate	Expanded co-op and experiential learning partnerships	✓
		Student Satisfaction and Completion		Diversified, career-focused program pathways	✓

	Overall	Risk Factor	Causes	Mitigation Strategies	Progress
S u s t a i n a b i l i t y F i n a n c i a l i t y	On Track: 100%	Funding Volatility	Declining tuition, government funding cuts, rising costs	Diversified revenue (philanthropy, industry, grants)	✓
		Rising Operational Costs	Inflation, wage increases, energy costs	Multi-year financial planning and forecasting	✓
		Macroeconomic Uncertainty	Recession risks, interest rates, currency fluctuations	Cost optimization and efficiency initiatives	✓
		Revenue Concentration Risk	Overreliance on key streams (e.g., international tuition)	Strengthened governance and financial controls	✓
		Financial Aid Sustainability	Affordability pressures, unstable funding policies	Advocacy for stable funding and tuition frameworks	✓
		Unfunded Liabilities	Long-term financial obligations without secured funding	Contingency reserves and financial buffers	✓

	Overall	Risk Factor	Causes	Mitigation Strategies	Progress
C o n t i n u i t y	On Track: 50% Standstill: 17% In Progress: 33%	Climate and Natural Disruptions	Climate change, geographic vulnerabilities	Emergency response planning and testing	✓
		Public Health Crises	Pandemics, poor ventilation, high campus density	Resilient infrastructure and campus safety measures	➔
		Infrastructure Failures	Aging systems, maintenance gaps	Collaboration with public health agencies and preparedness planning	✓
		Crisis Coordination and Communication	Gaps in response coordination, unclear communication channels	Strengthened vendor and partner coordination	➔
		Supply Chain Vulnerabilities	Disruptions to essential goods/services	Risk scenario planning and resilience assessments	●
		Political and Social Disruptions	Instability, policy shifts, social unrest	Business continuity and disaster recovery frameworks	✓

	Overall	Risk Factor	Causes	Mitigation Strategies	Progress
P e o p l e	On Track: 83% At Risk: 17%	Recruitment Challenges	Compensation gaps, work-life balance concerns	Competitive compensation and enhanced benefits	✓
		Retention Risks	Retirement, limited career growth, workload pressures	Leadership development and succession planning	↓
		Succession Planning Gaps	Lack of leadership pipeline	Investment in culture and employee engagement	✓
		Labor Relations Risks	Collective bargaining challenges	Flexible work arrangements	✓
		Employee Engagement and Culture	Workplace dissatisfaction, morale issues	Proactive labor relations and conflict resolution	✓
		Changing Workforce Expectations	Hybrid work demands, DEI expectations	Upskilling and professional development programs	✓

	Overall	Risk Factor	Causes	Mitigation Strategies	Progress
R e l a t i o n s E x t e r n a l	On Track: 67%	Policy and Regulatory Shifts	Government funding changes, new regulations	Proactive advocacy and government relations	✔
		Geopolitical Tensions	International student mobility, global partnership risks	Strengthened global and industry partnerships	✔
		Public Trust and Reputation	Erosion of confidence in higher education institutions	Transparent outreach and community engagement	✔
	Standstill: 33%	Indigenous Engagement and Reconciliation	Historical inequities, consultation gaps	Dedicated reconciliation and inclusion initiatives	●
		Alumni Engagement and Philanthropy	Reduced alumni involvement and donations	Robust alumni relations and fundraising campaigns	✔
		Local and Regional Economic Disruptions	Economic shifts affecting enrollment and workforce alignment	Economic impact studies and regional alignment	●

	Overall	Risk Factor	Causes	Mitigation Strategies	Progress
R e p u t a t i o n	On Track: 83%	Negative Media and Crisis Communication	Controversial incidents, poor crisis management	Proactive media relations and monitoring tools	✔
		Academic Rankings and Institutional Perception	Declining rankings, perceived quality gaps	Crisis communication and brand management strategies	✔
		Controversial Activities Scrutiny	Faculty, research, or student controversies	Strengthened thought leadership and institutional positioning	✔
	At Risk: 17%	Misinformation and Online Attacks	Social media attacks, miscommunication	Clear policies on conduct and proactive monitoring	✔
		Alignment with Societal Expectations	Diversity, inclusion, ESG expectations	Transparency initiatives and community trust-building	✔
		Brand–Stakeholder Perception Gaps	Disparity between branding and actual perception	Reputation risk assessments and scenario planning	⬇

	Overall	Risk Factor	Causes	Mitigation Strategies	Progress
T e c h n o l o g y	On Track: 67%	Sophisticated Cyber Threats	Ransomware, phishing, weak security measures	Regular risk assessments and penetration testing	➡
		Cybersecurity Awareness	Outdated systems, limited training and funding	Multi-factor authentication, data encryption	✔
		Outdated IT Infrastructure	Aging systems, security gaps	Cybersecurity awareness programs for all users	✔
	In Progress: 33%	Research Data and IP Protection	Insufficient disaster recovery and access controls	Strengthened incident response and backup strategies	✔
		Data Privacy Compliance	Regulatory obligations (PIPEDA, GDPR)	Regular audits and compliance reviews	✔
		Digital Transformation and Hybrid Learning	Hybrid learning infrastructure challenges	Strategic IT modernization and digital learning investments	➡

RISK REGISTER AND RISK DOMAINS TO THEMATIC RISK BUCKETS

This figure illustrates the percentage of risks falling under each Thematic Bucket in the risk register

This diagram provides a visual representation of how frequently different risk domains appear in each of the Thematic Buckets.

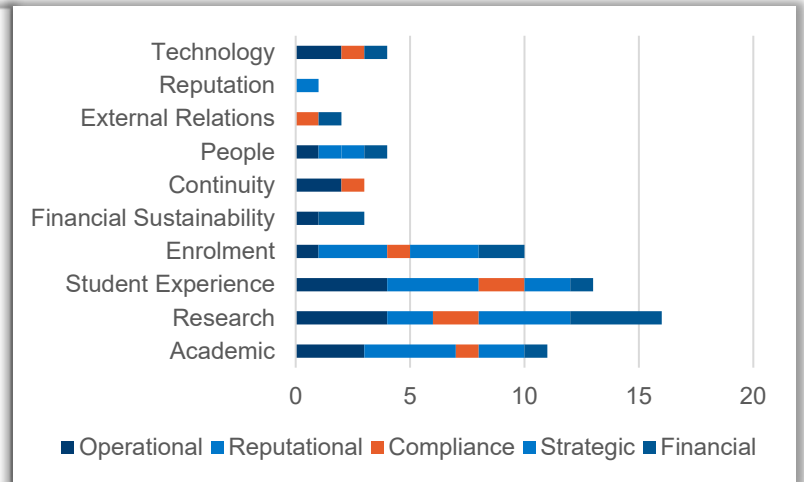
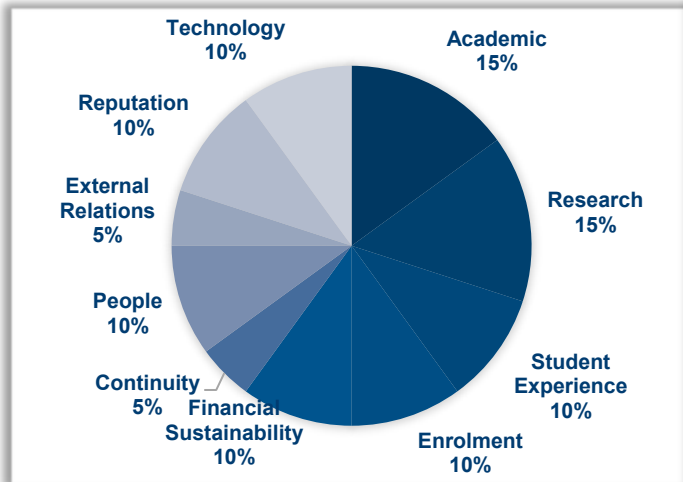


Figure 2 – Risk Register risks baked into Thematic Buckets

Figure 3 – Breakdown of Risk Domains

HEAT MAP

This diagram illustrates year-over-year changes in the assessed likelihood and consequence of each thematic risk category. The University has made meaningful progress in strengthening its understanding, monitoring, and management of these risks, ensuring they remain a key area of focus. The directional arrows indicate movement from the prior year, highlighting shifts in risk positioning and demonstrating overall positive trajectory.

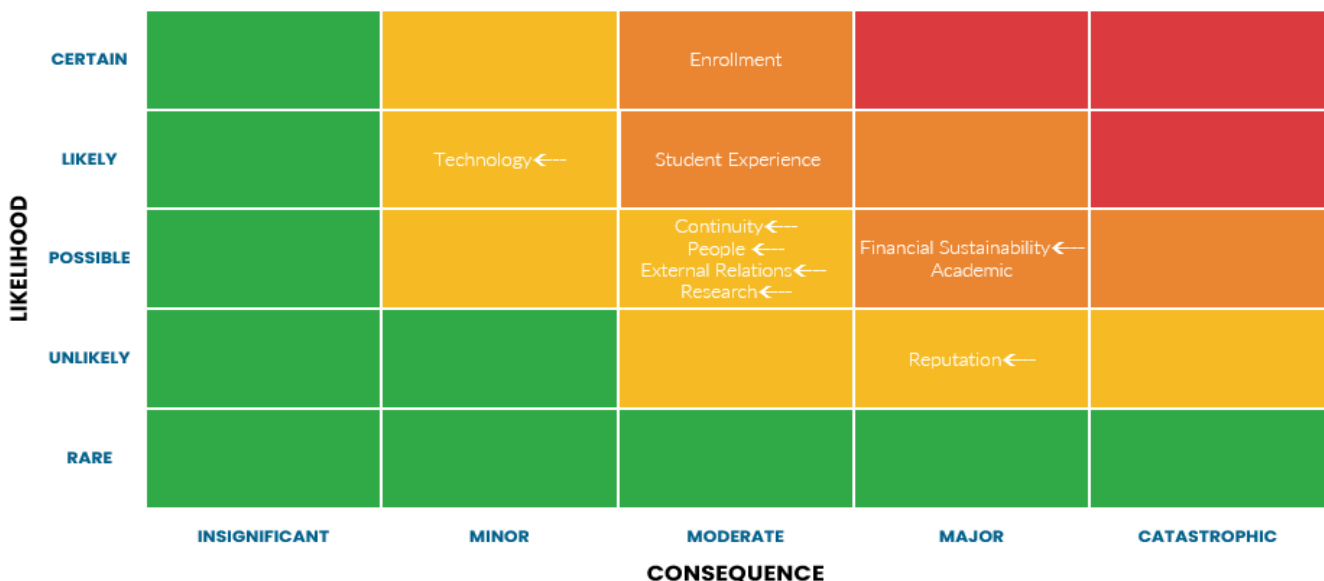


Figure 4 – Risk Heat Map of Thematic Risk Buckets

EMERGING RISK SUMMARY



Key Insights for the Board

Artificial Intelligence risk has increased, reflecting a rise in both likelihood (e.g., rapid adoption) and potential consequences (e.g., data governance, ethical, and legal considerations).

Differentiated Growth Strategy remains a top risk, given its continued importance to the university's long-term strategic success.

Government Policy/Funding risk has escalated, driven by ongoing policy shifts, funding uncertainty, and impacts to international enrolment.

Global Trends risk has stabilized slightly, though continued monitoring is required given ongoing geopolitical and economic variability.

Reputation and Campus Climate continues to evolve as an area of focus, presenting both potential reputational exposure and opportunities to strengthen engagement, trust, and institutional positioning.

Operational Resilience remains a key priority, with opportunities to enhance workforce capacity, modernize infrastructure, and strengthen continuity capabilities across the institution.



EMERGING RISKS: LIKELIHOOD X CONSEQUENCE

•••• 23-24 •••• 24-25 —●— Current Year

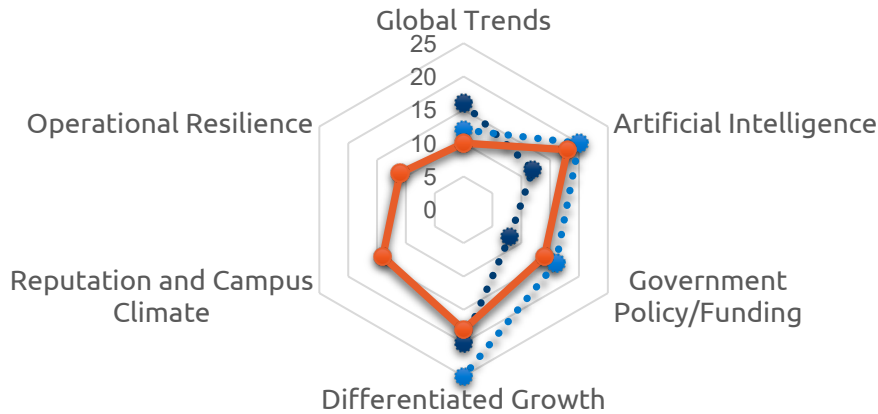


Figure 6 – Emerging Risks 2025-2026

EMERGING RISK KRI METRICS AND TOLERANCE

Risk Category	KRI Metric	24-25 KRI Value	Current KRI Value	Threshold (Concern Level)	Trend	Risk Level
Artificial Intelligence	AI Regulation Changes	75	78	70	▲	High
	AI Ethical Concerns Reports	60	72	55	▲	High
	AI Data / Security Incidents	80	75	75	▼	High
Global Trends	Economic Instability Index	60	55	50	▼	Moderate
	Geopolitical Tension Level	70	60	65	▼	Moderate
	Inflation Rate Variability	65	58	60	▼	Moderate
Differentiated Growth Strategy	Market Competitiveness Score	85	78	80	▼	High
	Student Enrollment Trends	78	70	75	▼	Moderate
	Program Demand vs Capacity	72	76	70	▲	High
Government Policy / Funding	Policy Volatility Index	70	72	65	▲	High
	Government Funding Allocation Changes	68	68	60	▲	Moderate
	Legislative / Immigration Changes	74	74	70	▲	High
Reputation & Campus Climate	Media Sentiment Index	-	73	65	▲	High
	High-Risk Event Incidents	-	70	60	▲	High
	Complaints / Escalations	-	68	65	▲	Moderate
Operational Resilience	BCP Completion Rate (%)	-	65	70	▲	Moderate
	Critical Role Vacancy Rate	-	60	55	▲	Moderate
	Vendor / Service Disruptions	-	67	60	▲	Moderate

Figure 7 – Emerging Risk KRI Metrics and Tolerance

LOOKING AHEAD

Ontario Tech continues to operate in a dynamic environment, requiring a risk management approach that is both adaptive and forward-looking. Building on recent progress and increasing program maturity, the next phase will focus on strengthening data-driven insights through the continued development of Key Risk Indicators (KRIs) and further refinement of the university's thematic risk framework. Ongoing engagement with Risk Owners and the SLT will support accountability and alignment with institutional priorities.

As part of this evolution, there is an opportunity to streamline KRI development further and reporting structures across the institution. Aligning KRIs with existing reporting mechanisms will help reduce duplication, enhance clarity for the Board, and ensure that key risks are monitored consistently and comprehensively without creating unnecessary reporting burden.

As the institution advances strategic and cross-functional initiatives, there is an opportunity to enhance coordination and consistency through strengthened project governance. A more structured, institution-wide approach will support alignment, reduce variability in execution, and enable more effective delivery of complex initiatives.

Additionally, as the university continues to grow and evolve, there is an opportunity to formalize knowledge retention practices further. Enhancing documentation, standard operating procedures, and role clarity – supported by the ongoing development of BCP – will strengthen continuity and reduce reliance on single incumbents in key areas.

Overall, the focus moving forward will be on sustaining effective controls, advancing risk analytics, and strengthening institutional structures to support long-term resilience and informed decision-making.

BOARD REPORT

SESSION:

Public
Non-Public
Consent

ACTION REQUESTED:

Decision
Discussion
Information

TO: Board of Governors

MEETING DATE: May 7, 2026

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

FROM: Brad Maclsaac, Vice President, Administration

SUBJECT: Agenda Item 11.5: Annual Compliance Report

EXECUTIVE SUMMARY:

- Over the past year, the Office of Risk Management has:
 - Reviewed and refined 114 legislative requirements, enhanced compliance data with policies and reporting links, and expanded the program to 145 tracked legislative obligations to improve oversight and accountability.
 - Successfully coordinated key annual and biennial reports, including requirements under the Fighting Against Forced Labour and Child Labour in Supply Chains Act, Freedom of Expression, and Accessibility for Ontarians with Disabilities Act.
 - Maintained high completion rates among full-time employees through onboarding and follow-ups, while developing targeted strategies to improve compliance among limited-term employees.
 - Improved the Audit Reporting Tool to centralize audit information, while continuing audit activities through the Audit Task Force Group and Office of Risk Management to strengthen institutional compliance and risk management.

This Report was presented to the Audit & Finance Committee (A&F) at its April 23 Meeting.

ANALYSIS:

Compliance Program

Throughout the past year, we conducted a comprehensive review of the 114 legislative requirements identified in the previous year to assess their applicability to the University. This process involved consultation across various areas to determine which requirements should be retained, refined, or removed.

We also used this opportunity to enhance and standardize the information to better support the compliance program. This included incorporating relevant details such as associated policies, responsible committees, and related reporting requirements linked to each legislative obligation. These enhancements improve data quality and support more effective oversight and management of compliance activities.

As a result of this work, additional applicable legislative requirements were identified, and the compliance program now tracks a total of 145 legislative obligations, excluding municipal requirements and by-laws.

Annual Reporting

- *Fighting Against Forced Labour and Child Labour in Supply Chains Act*
 - [April 2024 – March 2025 Annual Report](#)
- *Higher Education Quality Council of Ontario Act*
 - [Freedom of Expression Policy – August 2024 – July 2025 Report](#)
- *Accessibility for Ontarians with Disabilities Act*
 - [Annual Status Report May 2024 – April 2025](#)
 - [2025 Accessibility Compliance Reporting](#) (Biennially)

Training

We have observed continued improvements among full-time employees, with completion rates remaining high and increased emphasis placed on completing mandatory training within the new hire onboarding period. Follow-up communications were conducted to raise awareness among individuals with outstanding training requirements and to reinforce the importance of timely completion.

Challenges remain with limited-term employees, largely due to higher turnover and the continuous onboarding of new hires. To address this, we plan to implement similar awareness and follow-up strategies that have proven effective for full-time employees, with the goal of improving training completion rates and increasing overall compliance among limited-term staff.

Audit

We took the opportunity to enhance the Audit Reporting Tool using MachForm to further centralize information and improve accessibility for relevant stakeholders. This enhancement supports more consistent reporting and better visibility of audit activities across the institution.

The Audit Task Force Group continues to conduct and report on audits within their respective areas, supporting ongoing oversight and accountability. In addition, the Office of Risk Management remains actively involved in audits and inspections conducted across the institution to ensure alignment with compliance and risk management objectives.

COMPLIANCE CONFIRMATION:

Salaries and Benefits: The University meets its obligations in respect of the payment of salaries and wages and associated remuneration obligations and legislative requirements.

Financial Statements: The University's financial statements as at the date of their preparation, are accurate and complete in all material aspects.

Insurance: As part of the University's commitment to stakeholders, governors and officers, the University maintains comprehensive insurance coverage to fulfill contractual obligations, manage financial risk, and ensure long-term financial stability. All insurance policies remain in full force and effect.

Legislative obligations: the University tracks a total of 145 legislative obligations, excluding municipal requirements and by-laws, with associated reporting and compliance requirements.

NEXT STEPS:

- Enhance and update the compliance program questionnaire to support stakeholder review, validate existing information, and gather additional data to strengthen compliance oversight.
- Prepare for the development and implementation of a Multi-Year Accessibility Plan for the institution.
- Continue to work in the membership of CURIE to ensure the University receives the appropriate insurance protection with the respective policies available.

BOARD REPORT

SESSION:

Public
Non-Public
Consent

ACTION REQUESTED:

Decision
Discussion
Information

TO: Board of Governors

MEETING DATE: May 7, 2026

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

FROM: Brad Maclsaac, Vice President, Administration

SUBJECT: Agenda Item 11.6: Investment Oversight: Annual Endowment Disbursement

EXECUTIVE SUMMARY:

Ontario Tech’s Endowment consists of funds, largely donations secured through Advancement, which are set aside permanently, with a portion of investment returns used to support specific student awards as directed by the Donor.

The University’s Endowment Committee consists of representatives from Finance, Advancement, and Financial Aid. Effective oversight requires analyzing sometimes contradictory goals of maintaining a target spending rate, preserving the real value of the fund (i.e. adjusting the investment value by inflation) while operating in an environment of unpredictable shifts in markets.

Based on a review of the portfolio performance and allowing for a capital preservation of 4.1% (average inflation rates over the last 4 years), the Committee recommends a maximum disbursement of \$950k from the endowment fund, which would allow support of 435 students whilst still preserving the capital of the fund. This recommendation was recommended for approval by the Board at the April 23 Audit & Finance Committee (A&F) Meeting.

MOTION:

That pursuant to the Audit & Finance Committee’s recommendation, the Board of Governors hereby approves the disbursement of up to \$950,000 from the University’s endowed fund and unrestricted expendable sources for distribution by Financial Aid in 2026-27.

KEY CONSIDERATIONS:

In general, donor agreements set out a disbursement expectation of the inflation adjusted principal (original donation). Ontario Tech assumes long-term sustainability is supported by establishing a disbursement rate of approximately 3-4% based on a variety of market reports. Over time, the value of the portfolio has experienced significant growth both from new donations and market increases. A summary of the current cumulative balances (as at March 31) are as follows (all numbers in 000's):

		2023 Actual	2024 Actual	2025 Actual	2026 Forecast	2027 Proposed
Endowed balance as at March 31 ('000s)						
Donations (Principal Value)	A	\$ 19,800	\$ 20,256	\$ 21,419	\$ 21,723	\$ 22,404
Realized Income (ii)	B	11,488	12,689	14,550	\$ 16,926	\$ 18,107
Awards disbursed from endowed	C	(5,356)	(5,923)	(6,699)	(7,263)	(8,213)
Total adjusted base cost	D=A+B+C	25,932	27,022	29,271	31,386	32,298
Market Value	E	33,271	36,412	40,351	41,796	
Unrealised Gains	F=E-D	\$ 7,339	\$ 9,391	\$ 11,080	\$ 10,410	

- There are currently 143 specific endowed funds.
- Realized income net of fees (i.e., interest, dividends) has averaged 4.9% since 2004.
- Global markets witnessed impressive gains over the past year, driven largely by an unprecedented AI investment boom supported by above-average earnings growth and valuation expansion. However, geopolitical tensions in the Middle East have escalated sharply over the past weeks, causing oil prices to rise materially and increasing inflationary pressures on global economies while weakening overall market conditions. Should the conflict persist longer than anticipated, total unrealized gains on the endowment fund may be lower than projected by the end of 2025/26 fiscal year.
- Some of the newer endowment funds have not generated sufficient investment income and capital gains to support the endowed disbursements.
- Due to increased donations and a stable portfolio, Ontario Tech has been able to maintain a stable level of increased disbursements over the last few years. In the current environment of the cost-of-living crisis, the Committee notes that it is even more critical than ever to continue to support our students.

Disbursement amounts and number of awards were as follows:

Disbursement Year	Number of awards disbursed	Amount (\$'000s)
2023	359	\$ 647
2024	391	\$ 716
2025	394	\$ 728
2026 Forecast	405	\$ 780
2027 Budget	435	\$ 950

BOARD REPORT

SESSION:

Public
Non-Public
Consent

ACTION REQUESTED:

Decision
Discussion
Information

TO: Board of Governors

MEETING DATE: May 7, 2026

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

FROM: Brad MacIsaac, Vice President, Administration

SUBJECT: Agenda Item 11.7: Fighting Against Forced Labour and Child Labour in Supply Chains Annual Report

EXECUTIVE SUMMARY:

- This report, presented to the Audit & Finance Committee at its April 23 Meeting, is prepared in accordance with the Fighting Against Forced Labour and Child Labour in Supply Chains Act (the “Act”) and outlines the University’s processes, measures, and progress during the 2025-2026 fiscal year to prevent and mitigate risks of modern slavery within the University’s supply chain.
 - The report also highlights actions taken to strengthen oversight, due diligence, and responsible procurement practices.
 - The University remains committed to embedding ethical and responsible practices across all operations, procurement activities, and partnerships.
 - Ongoing efforts focus on continuous improvement, risk mitigation, and alignment with legislative requirements and best practices.
 - The Office of Risk Management, Procurement, and Office of the General Counsel collaborated to complete the required annual report under this Act.

MOTION:

That pursuant to the Audit & Finance Committee’s recommendation, the Board of Governors hereby approves the 2025-2026 Fight Against Forced Labour and Child Labour in Supply Chains Annual Report, as presented.

KEY CONSIDERATIONS:

- The report presented to A&F and the Board is now final and complete.

- Accordingly, the Board’s approval is now sought to confirm the report’s adequacy and completeness to ensure alignment with the requirements of the Fighting Against Forced Labour and Child Labour in Supply Chains Act, ahead of its prescribed statutory reporting submission by May 31.
- Ahead of submission, the Board Chair and President will sign the final report.

ANALYSIS:

- The University continues to enhance awareness and understanding of modern slavery risks through internal engagement and process improvements.
- Existing policies, procedures, and governance structures support responsible sourcing and ethical supplier engagement.
- No instances of forced labour or child labour were identified through monitoring activities during the reporting period.
- Overall, the University’s risk level remains low, with ongoing efforts focused on continuous improvement and alignment with the *Fighting Against Forced Labour and Child Labour in Supply Chains Act*.

NEXT STEPS:

- May 7: Board approval and attestation in accordance with the requirements of the *Fighting Against Forced Labour and Child Labour in Supply Chains Act* section 11(4)(a).
- Once the report is reviewed and approved, we require the signatures and attestation from the Board Chair and President and Vice-Chancellor.
- By May 31: Annual report submitted to Public Safety Canada and published on the University’s website.

ATTACHMENTS:

- 2025-2026 Fighting Against Forced Labour and Child Labour in Supply Chains Annual Report



Fight Against Forced Labour and Child Labour in Supply Chains

April 2025 – March 2026 Annual Report



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About this Report

This report is prepared pursuant to the Fighting Against Forced Labour and Child Labour in Supply Chains Act (the “Act”). It outlines Ontario Tech University’s processes, measures and progress made in the 2025-2026 fiscal year to prevent and mitigate the risks of modern slavery across the University’s supply chain. It also reaffirms the University’s commitment to prevent modern slavery, child labour, forced labour, and human trafficking in all activities and relationships with partners.

About Us

Ontario Tech University is a forward-thinking institution, committed to embracing and shaping the future. The University is dedicated to upholding compliance through integrity, ethical behavior, and good governance. The University values integrity by promoting equity, fairness, kindness, and ethics. Encouraging innovation and striving for excellence can shape Ontario Tech University’s approach to sourcing goods and services. Furthermore, the University’s commitment to social change can impact procurement practices by seeking suppliers that adhere to ethical and sustainable standards. Integrating ethical considerations into its procurement processes contributes to the fight against forced labour and child labour.

Structure, Activities and Supply Chains

Ontario Tech University is a public academic institution established in 2002 as a corporation without share capital by the Government of Ontario. Since its founding, the University has developed a strong reputation for integrating technology into teaching and research, with a focus on innovation, career readiness, and societal impact.

The University operates under the oversight of its Board of Governors, which is responsible for oversight of its property and finances, and the conduct of its business and affairs. This includes responsibility for strategic planning, risk management, and financial stewardship. The Board has established University policies, processes, and governance structures to ensure its effective operation, enabling it to fulfill its mandate and achieve its institutional objectives. For the 2025–2026 fiscal year, the University operated with a substantial budget supported primarily by tuition revenue, government grants, and other funding sources.

The Chancellor serves as the ceremonial head of the University and confers degrees, diplomas, and certificates. The President and Vice-Chancellor is the University’s chief executive officer and is responsible to the Board for the leadership and administration of the institution, including the implementation of academic priorities and overall strategic direction. The President is supported by a senior leadership team responsible for overseeing both academic and administrative functions. Each member of this team provides leadership and advice within their respective areas of responsibility.

Ontario Tech University generally operates at the upper end of its supply chain, with multiple intermediary layers separating it from the earliest stages of raw material extraction and manufacturing. This positioning creates inherent challenges in fully tracing and mapping all tiers of the supply chain.

In carrying out its academic, research, and operational functions, the University relies on a broad network of suppliers and service providers across a range of sectors. These relationships support the procurement of goods and services required for teaching, research, and campus operations, including facilities maintenance, construction, and capital projects.

The vast majority of the University's purchases are for internal use. A small portion of goods, primarily textbooks, apparel, and sundry items and food products, is resold through the University's retail operations. These products are largely sourced from Canadian vendors and distributors. In limited cases, a small number of textbooks are purchased directly from independent U.S. publishers that do not have Canadian distribution channels due to their size.

In the 2025-2026 fiscal year, the University's total third-party expenditure on goods and services amounted to approximately \$79 million. Approximately \$400,000, were purchased for resale through the University's campus retail operations.

The University's supplier base is diverse and includes local businesses, independent contractors, construction and engineering firms, travel and accommodation providers, security services, and vendors supplying information technology equipment and other consumables. A substantial proportion of these suppliers are based in Canada. In the 2025-2026 fiscal year, approximately 86% of the University's purchase orders, by value, were issued to Canadian suppliers.

Goods imported by the University accounted for approximately \$1.3 million. Relative to the University's overall budget, imported goods represented approximately 1.6% of the University's total spending in 2025-2026.

Policies and Due Diligence Processes

At Ontario Tech University has comprehensive policies and due diligence processes in relation to forced labour and child labour including:

- **Procurement of Goods and Services Policy**
 - The University aspires to maintain the highest ethical, legal, environmental, managerial and professional standards in the management of resources that have been entrusted to it as a publicly funded institution. These standards can only be achieved in an environment that promotes and supports sound fiscal management and accountability, risk minimization, long-term sustainability, and social responsibility. To this end, the Procurement of Goods and Services policy is designed to define and guide in the management and control of financial expenditures in an open, fair, and transparent manner and in accordance with the broader regulatory requirements.
- **Procurement of Goods and Services Procedures**
 - The purpose of these procedures is to complement the Procurement of Goods and Services Policy by serving to define and guide individuals in fulfilling their responsibilities and obligations throughout each phase of the procurement process. These procedures are consistent with the Broader Public Sector Procurement Directive, Supply Chain Code of Ethics, Canadian Free Trade Agreement, Canada-European Union Comprehensive Economic and Trade Agreement, and have been developed to ensure that all goods and services are acquired by the University through a process that is open, fair and transparent.
- **Procurement Policy: Supply Chain Code of Ethics**
 - The purpose of the University's Supply Chain Code of Ethics is to define acceptable behaviours and standards that should be common for everyone involved with supply chain activities, such as planning, purchasing, contracting, logistics and payment. The code is not meant to supersede other University value statements or policies but rather to supplement them with supply chain-specific standards of practice.

- **Policy on Responsible Conduct of Research and Scholarship**
 - The purpose of this policy and its related procedure is to set out the standards, requirements and responsibilities that apply to the responsible conduct of research and scholarship at the University.
- **Respectful Campus Policy**
 - The Respectful Campus Policy outlines the University's commitment to promote and sustain a respectful and inclusive campus in accordance with the Ontario Human Rights Code, the Accessibility for Ontarians with Disabilities Act, and the Occupational Health and Safety Act. The purpose of the policy is to ensure the campus community is familiar with their various rights, roles, responsibilities, and obligations as they relate to preventing and responding to all forms of harassment and discrimination.
- **Ethical Conduct Policy**
 - The purpose of this policy is to promote standards of ethical conduct that advance integrity and accountability, and support the University's mission, vision and values.
- **Safe Disclosure Policy**
 - The University is committed to ethics, integrity, and compliance in all its activities. The purpose of this policy is to set out the principles for Good Faith disclosure of Improper Activity and to describe the University's response to concerns from such disclosures. The policy reflects the University's commitment to accountability and ethical conduct and supports the ability of University members to disclose concerns in good faith, without fear of reprisal. This policy is intended to address only disclosures that cannot be addressed under other policies or procedures that govern the subject matter of the disclosure.
- **Safe Disclosure Procedures**
 - The purpose of these procedures is to establish the processes for making and reviewing and/or investigating a Good Faith Disclosure under the Safe Disclosure Policy.

The University is committed to enhancing its policies and due diligence processes related forced and child labour. In support of this commitment, the University:

- Strengthened University policies and due-diligence processes related to forced and child labour.
- Further aligned the Procurement Policy and Procedure with the requirements of the Act.
- Reinforced ethical sourcing expectations across the procurement lifecycle.
- Updated internal guidance materials to support consistent consideration of human-rights in supplier evaluation, contract development, and the review of higher-risk purchasing categories.
- Completed preparatory work to integrate the forthcoming OUPPMA sector training framework once released.
- Refined supplier due-diligence measures, including stronger validation requirements for international suppliers and improvements to supplier onboarding practices aligned with emerging human-rights awareness initiatives.
- Updated competitive bidding templates and purchase order terms to clearly prohibit forced and child labour, reinforce supplier accountability and strengthen subcontractor oversight.
- Continued to support the University's commitment to ethical and transparent supply-chain management.

Steps Taken to Assess, Manage, Prevent and Reduce Risks

Over the past fiscal year, the University continued to assess its operations and procurement activities for potential forced and child labour risks, with a review of purchasing patterns again confirming minimal exposure due to the low volume of international imports and the nature of the goods procured. No new risks were identified through this assessment.

In parallel, participation in sector initiatives led by OUPPMA and CASPAR strengthened institutional awareness of human-rights risks and enhanced the University's capacity to identify and manage potential concerns in future procurement cycles.

Over its past fiscal year, Ontario Tech University has continued to strengthen its approach to ethical procurement and the mitigation of human rights risks, including the risks of forced and child labour within its operation and supply chains. Our activities included the following key initiatives:

(i) Collaboration with OUPPMA to Develop a Provincial Training Framework

Building on previous efforts, the University has focused on sector collaboration and the development of training and awareness initiatives designed to enhance due diligence across the institution. The University actively participated in a sector wide initiative led by the Ontario University Professional Procurement Management Association (OUPPMA) to design a common training framework for procurement professionals on forced and child labour. This work aims to build shared provincial capacity to identify, assess, and address human rights risks throughout University supply chains.

The framework is structured as a multi module program to support progressive learning and strengthen compliance with Bill S-211 and other applicable ethical sourcing requirements. Key components include:

- **Module 1: Awareness of Human Rights in Supply Chains**
Provides foundational knowledge on procurement's role in preventing forced and child labour, outlines obligations under Bill S-211, and highlights indicators of elevated risk in global supply chains.
- **Module 2: Interacting with Internal Clients on Human Rights**
Supports procurement professionals in advising campus clients on legal, financial, and reputational risks, identifying high risk spend categories, and integrating ethical considerations into purchasing decisions.
- **Module 3: Interacting with Suppliers on Human Rights**
Offers guidance on setting expectations for suppliers, conducting due diligence, managing potential violations, and reinforcing the University's Supplier Code of Conduct.

This initiative represents a significant step forward in establishing consistent, sector wide standards for ethical procurement practices within Ontario's University system.

(ii) National Collaboration on Human Rights Awareness with CASPAR

In parallel with the provincial initiative, the University also participated in a national awareness project coordinated by CAUBO-ACPAU Sustainable Procurement/Approvisionnement Responsable (CASPAR) group, a Canadian forum focused on sustainable procurement in the post secondary sector.

This project involves the development of a human rights awareness video aimed at decentralized purchasers and other campus community members involved in buying activities outside of the central Procurement office. The video will:

- Increase awareness of forced and child labour risks and modern slavery concerns.
- Provide accessible guidance on ethical supply chain management.
- Support due diligence practices across campus, particularly among individuals involved in low value or distributed purchasing.

By contributing to this national initiative, the University is helping promote consistent understanding of human rights obligations across Canadian post secondary institutions.

(iii) Continued Integration of Ethical Sourcing into Procurement Practices

In addition to its collaborative initiatives, the University has continued to integrate ethical sourcing principles into its internal procurement processes. This included maintaining alignment of procurement templates, guidance materials, and documentation practices with the requirements of Bill S-211. Procurement staff also continued to share information with peer institutions and sector partners to support the ongoing development of best practices in ethical purchasing.

Remediation Measures

As the University did not identify any instances of forced labour or child labour within its operations or supply chain during the past fiscal year, no remediation measures were required. Likewise, no actions were necessary to address potential loss of income to vulnerable families, as no corrective steps to eliminate forced or child labour were undertaken. The University will continue to monitor its supply chain and remains prepared to implement appropriate remediation measures should any risks be identified in future assessments.

Training

The University continues to provide all required legislative training to employees, including guidance on ethical sourcing and procurement practices. As detailed above, the University also supported sector initiatives through OUPPMA and CASPAR to strengthen awareness of human-rights risks in supply chains, which will inform future training for procurement staff and decentralized purchasers.

Assessing Effectiveness

To assess the effectiveness of its policies and procedures regarding forced labour and child labour, Ontario Tech University implemented measures to establish a schedule for periodic reviews or audits of its practices. These reviews ensured ongoing compliance and helped identify opportunities for improvement. The University also worked closely with suppliers to evaluate the effectiveness of their efforts in addressing forced labour and child labour. This included monitoring supplier performance indicators related to labour practices and collaborating on improvement initiatives.

Ontario Tech University assessed its effectiveness in preventing forced and child labour by:

- Continued to assess the effectiveness of its efforts to prevent forced and child labour within University operations and supply chain.
- Review procurement documentation and processes to ensure continued alignment with the requirements of the Act,

- Maintained the ongoing use of standardized ethical-sourcing language in tendering and contract documents.
- Continued monitoring practices for international suppliers, including review of import activity or supplier attestations.
 - Confirmed that no issues were identified through supplier or import reviews.
- Encouraged the use of established vendor-of-record programs, such as Ontario Education Collaborative Marketplace (OECM), which incorporate their own due-diligence measures and support responsible sourcing.
- Supported effectiveness through participation in sector-wide initiatives to strengthen procurement awareness and capacity.
- Collaborated with OUPPMA on the development of a provincial training framework.
- Participated in the national awareness project led by CASPAR.
- Enhanced institutional understanding of human-rights risks within procurement and supply chain activities.
- Used insights from sector collaboration to inform ongoing improvements to procurement practices.
- Reinforced the University's ability to identify potential concerns, maintain compliant processes, and support continuous improvement in ethical supply-chain management.

Approval and Attestation

This report has been approved in accordance with the provisions of section 11(4)(a) of the Act by the Board of Governors of Ontario Tech University for the fiscal year ending March 31st, 2026.

In accordance with the requirements of the Act, and in particular section 11 thereof, I attest that I have reviewed the information contained in the report for the entity list above. Based on my knowledge, and having exercised reasonable diligence, I attest that the information in the report is true, accurate and complete in all material respects for the purposes of the Act, for the reporting year listed above.

I have the authority to bind the University of Ontario Institute of Technology.

Laura Elliott
Board of Governors Chair
May XX, 2026

Steven Murphy
President and Vice-Chancellor
May XX, 2026