



ACADEMIC COUNCIL MEETING
Academic Council - Public

Date: June 24, 2025
Time: 2:30 p.m. – 4:35 p.m.
In-Person
Bordessa Hall – 55 Bond St. E, Oshawa Ont.
DTB 524

AC Meeting Schedule and Materials 2024-2025

No.		Topic	Lead	Suggested Start Time
1.		Call to Order and Land Acknowledgement	Chair	2:30 p.m.
2.		<i>Agenda</i> (M)		
3.		Chair's Remarks		
4.		Inquiries and Communications	Chair	2:40 p.m.
5.		Provost's Remarks	L. Livingston	2:45 p.m.
	5.1	Senior Academic Administrator Search Update (I)		
6.		<i>Integrated Academic-Research Plan: IARP Annual Report, SMA3 Performance (year 5), SMA4 Update*</i> (U)	L. Livingston S. Thrush	2:50 p.m.
7.		<i>MCU Efficiency and Accountability Review – Implementation Plan*</i> (I)	B. MacIsaac	3:25 p.m.
8.		<i>Advancement Update*</i> (U)	J. Barnett	3:40 p.m.
9.		Undergraduate Studies Committee		

*Documents attached

(C) Consultation

(D) Discussion

(I) Information

(M) Motion

	9.1	<i>Major Program Modification: Faculty of Business and IT: Bachelor of Commerce – Specialization in Artificial Intelligence (AI) for Business*</i> (M)	M. Bluechardt	3:50 p.m.
	9.2	<i>Major Program Modification: Faculty of Business and IT: Bachelor of Commerce – Specialization in Cybersecurity for Business*</i> (M)		
10.		Graduate Studies Committee	P. Mirza Babaei	4:05 p.m.
11.		Governance and Nominations Committee	L. Livingston	4:10 p.m.
	11.1	<i>2025-2026 Academic Council – Expressions of Interest and Appointments*</i> (M)		
	11.2	<i>2025-2026 Academic Council – Research Committee Renewal*</i> (M)		
12.		Research Committee	L. Jacobs	4:20 p.m.
13.		Consent Agenda: (M)	Chair	4:25 p.m.
	13.1	<i>Minutes of the Meeting of May 27, 2025*</i> (M)		
	13.2	<i>Conferral of Degrees – Spring/Summer 2025*</i> (M)		
	13.3	<i>2025-2026 – Scholarships and Major Awards*</i> (I)		
	13.4	<i>2025-2026 Graduate Academic Schedule – Amendment*</i> (I)		
	13.5	Cyclical Program Review from USC* (I)		
		i) <i>Executive Summary, Implementation Plan, and Program Learning Outcomes – Bachelor of Information Technology (Hons), Networking and Information Technology Security *</i> (I)		

14.		Other Business	Chair	4:30 p.m.
	14.1	Land acknowledgement for September Academic Council meeting		
15.		Termination	Chair	4:35 p.m.

Nicola Crow, University Secretary

Academic Council

SESSION:

Public ☒
Non-Public ☐

ACTION REQUESTED:

Decision ☐
Discussion/Direction ☐
Information ☒

TO: Academic Council

DATE: June 24, 2025

PRESENTED BY: Lori Livingston, Provost and Vice-President Academic
Sarah Thrush, Associate VP Planning and Strategic Analysis

SUBJECT: Institutional and SMA3 Metrics Annual Report

BACKGROUND/CONTEXT & RATIONALE:

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

In addition to the Institutional Metrics Annual report, the Strategic Mandate Agreement 2020-2024 (SMA3) annual report is included to demonstrate the University's achievement to target on the Ministry of Colleges, Universities, Research Excellence and Security (MCURES, formerly Ministry of Colleges and Universities - MCU) performance metrics. Each year the University validates the data, assesses risks for each of the metrics and adjusts where necessary any of the metric weightings for future years to minimize any potential funding loss. The 2024-25 year marks the final year, year 5, in the SMA3 reporting cycle. Performance funding gains or losses for years 1,2 and 3 of SMA3 were notional in nature as MCURES decoupled target achievement and performance funding due to the impact of the pandemic. For years 4 and 5 reporting, performance funding was recoupled and any funding loss or gains through the annual evaluation process will impact the University's performance grant funding envelope. We are pleased to note that Ontario Tech exceeded all of its performance targets in year 5 of the SMA3 reporting period and received just over \$40,088 in additional performance funding.

We are pleased to present to Academic Council the 2024-25 Institutional Metrics dashboard and qualitative summary report, and the SMA3 Metrics Annual report dashboards that illustrates

progress towards our 2023-2028 Integrated Academic and Research Plan and our year 5 achievement of our SMA3 targets as reported to the MCURES.

2024-25 also marks the beginning of the new five-year Strategic Mandate Agreement (SMA4) with MCURES. The university has been in consultation with the Ministry to negotiate the SMA4 and is expected to be formalized in June. Highlights of the process are included with the annual reports for information.

CONSULTATION:

Board Strategy and Planning reviewed at their June 12, 2025 meeting.

Board of Governors will be provided with this report at their June 26, 2025 meeting.

NEXT STEPS:

N/A

SUPPORTING REFERENCE MATERIALS:

2024-25 Integrated Planning Report_BOG Summary_Final.docx

Institutional Metrics_2024-25_final for Board and AC.pdf

SMA3 Year 5 Overview_2024-2025.pdf

2025-2030 SM4 updates June BOG and AC.pdf

2024-2025 Integrated Planning Annual Evaluation and Report

Now in its second reporting year, the 2023–2028 Integrated Academic Research Plan (IARP) continues to provide a unifying framework in university-wide planning. The IARP helps Faculties and Units ground their internal strategies around Ontario Tech’s mission, institutional priorities, and long-term goals. The combined narrative reporting from Annual Evaluations and quantitative insights from the Institutional Metrics offers a comprehensive view of the university’s growth and advancement. This integrated perspective supports stronger strategic alignment, reveals opportunities of collaboration, and supports the prioritization of initiatives that advance Ontario Tech’s distinct mission.

With the launch of the IARP, the Integrated Planning cycle was adjusted to better align with existing annual reporting timelines. Faculty- and Unit-level Integrated Plans now operate as three-year rolling strategies, with annual reporting on key milestones and objectives taking place each Spring. This structure enables long-range visioning while maintaining a focus on achievable, year-over-year progress. Strategies are designed to align with the IARP’s four priority areas, with annual milestones established for consistent assessment and institution-wide visibility into progress. This approach supports agility, encourages cross-unit collaboration, and ensures that planning remains responsive to evolving challenges and opportunities.

For the 2024–2025 academic year, Faculties and Units established over 450 milestones aligned with the four IARP Priority Areas. During the annual evaluation and reporting period (September to May), 80% of these milestones were reported as either “Completed” or “On Track,” while 18% were marked as “Behind Target” or “Amended.” Only 2% were classified as “Terminated”. In addition to milestone tracking, Faculties and Units were invited to report unplanned accomplishments, highlight challenges encountered, and reflect on any unmet objectives.

The Annual Evaluation Reports from Faculties and Units highlight the University’s continued progress in advancing institutional priorities, while also acknowledging the challenges presented by the current post-secondary landscape. Highlights of progress and key accomplishments in the priority areas include:

Tech with a Conscience:

- Faculty members within the Faculty of Engineering and Applied Science established the Advanced Manufacturing Center. The Center will focus on researching both current and emerging needs within manufacturing systems, with an emphasis on enhancing Predictivity, Agility, Reconfigurability, Sustainability, and Intelligence (PARSI) across the sector.
- Collaborations between the Faculty of Business and Information Technology, the Office of the Registrar, and the School of Graduate and Postdoctoral Studies enabled the successful streamlining of application and enrolment processes for the course-based Master of IT Security (MITS) program. This joint effort has led to increased international enrolments and overall growth in the program’s registration.
- The Library’s targeted efforts to enhance students’ digital literacy have gained greater impact by addressing current digital challenges such as AI, algorithmic bias, and disinformation. Collaboration with instructional designers and faculty champions has contributed to increased institutional recognition of digital and information literacy as essential academic competencies. Moving forward, the unit plans to create additional assessment tools, expand asynchronous content, and strengthen the integration of digital literacy with academic integrity initiatives.
- Ontario Tech joined the Canadian delegation led by Invest Durham at Hannover Messe 2025, the world’s leading industrial trade fair. Representatives from the Advancement Office, Partnership Office, and Office of the Vice-President, Research and Innovation attended the event to showcase the university’s role in Project Arrow. As Canada was the event’s partner country, Canadian innovations and sustainable solutions were prominently featured, highlighting advancements in mechanical and electrical engineering, digital industries, and the energy sector.

Learning Reimagined:

- The Office of Continuous Learning completed a comprehensive quality review of the previously developed TD Micro-Credentials and restructured sixteen of the micro-credentials into the newly launched Leadership and Interpersonal Skills program. The program features a stackable learning pathway, which consists of three levels of digital badges that attest to the participants leadership competencies. This new program is designed to enhance traditional leadership development programming through advancing assessment.
- In collaboration with industry partners Alstom and AtkinsRéalis, the Faculty of Engineering and Applied Science has launched the development of a new railway engineering specialization. With support from the Partnership Office, this initiative ensures the program remains industry-driven while fostering ongoing partnerships that enhance both research and learning opportunities.
- Since its official establishment in 2023–2024, the Office of Co-operative Education, Experiential Learning, and Career Development (CEELCD) has expanded its operations to include in-faculty support for practicums, internships, and co-operative education. Existing roles were centralized under the CEELCD umbrella to provide cohesive support focused on student success through experiential learning, career readiness, and employment support. This centralization enabled the expansion of experiential learning programming, most recently with the development of co-op program options in the Frazer Faculty of Education and the Faculty of Social Science and Humanities.
- Faculties continue to examine their program offerings, with a focus on STEM-enrolment and differentiated growth, including the introduction of professional programs.
 - The Faculty of Business and IT is on schedule for the Fall 2025 intake of students in the new PhD in Cybersecurity program.
 - The Faculty of Health Sciences is approaching the final stages of approval for a second-entry pathway into the Bachelor of Science in Nursing program. In addition, curriculum enhancements have been implemented within the existing Collaborative Nursing program, featuring expanded simulation-based learning and new online course components to enhance educational delivery and flexibility.
 - The Faculty of Social Sciences and Humanities has launched a new minor in A.I and Content Creation, available to students starting Fall 2025. The Faculty's one-year professional Master's in Social Media Communication - Online Creators program is currently in the final stages of program approval process.
 - Several cross-disciplinary and collaborative programs are currently progressing through internal governance processes. These include a Bachelor of Arts in Educational Psychology and a Bachelor of Arts in Health Sciences, as well as a new specialization in Games, Creative Industries, and Society which will be offered jointly by the Faculties of Business and IT and Social Science and Humanities. Additionally, the Faculties of Engineering and Applied Science and Business and IT are developing undergraduate degree programs focused on Artificial Intelligence.
 - Notices of Intent (NOIs) are currently in development for the following new programs.
 - Master in Science & PhD in Translational and Computational Neuroscience
 - Bachelor of Engineering in AI Engineering

Creating a Sticky Campus:

- Community and Cultural Relations successfully launched the Black Youth Visionary Program, designed to promote post-secondary participation among Black youth applying to and attending Ontario Tech University. The program raises awareness of educational opportunities, provides financial assistance, and offers wrap-around supports to help students complete their degrees and transition into careers in their chosen fields. Since its launch in January 2025, the program has registered over 100 students, increased engagement with campus services, awarded bursaries, and hosted four high-impact events, including the inaugural Black Student Showcase, which welcomed more than 150 attendees.
- The Faculty of Social Science and Humanities, in collaboration with the Canadian Law and Society Association, hosted the "Legal Studies, Social Change" high school essay contest and the "Law and

Society in an Age of Connection and Distraction” conference. These events engaged nearly 100 participants, including students, educators, academics, and local artists, in a weekend of dialogue and reflection. Highlights included an art exhibition and talks by Whitby Station Gallery curator Olexander Wlasenko and TMU artist-instructor Jessica Field on the intersection of art and AI.

- The Advancement Office spearheaded the finalization and approval of Ontario Tech’s first-ever Alumni Strategic Plan, aligning alumni engagement with the university’s strategic priorities of fostering lifelong connections, enhancing student success, and strengthening community partnerships. The plan was shared broadly and inspired feedback from almost a thousand alumni. The plan also guided the implementation of a new annual giving strategy, resulting in a notable increase in alumni philanthropy.
- Student Engagement and Equity completed a major overhaul of the Student Leadership Awards, realigning award categories to explicitly reflect the institution’s vision, mission, and values. By introducing innovative technology solutions and forging strategic partnerships, including collaboration with Graduate Studies, the program significantly improved efficiency, visibility, and impact. These efforts resulted in over a 300% increase in student nominations and unprecedented participation from students, faculty, and staff.
- The Office of the Deputy Provost introduced a multi-departmental planning model for Fall Orientation, enhancing cross-campus collaboration and operational clarity. This approach streamlined planning, increased student registration and retention, expanded academic and service unit participation, and added a full day of programming for residence move-in. External sponsorships were secured for the first time, supporting both programming and budget needs. The model enabled teams to focus on strategic priorities while establishing Orientation as a comprehensive, campus-wide initiative.
- The University continues to prioritize student engagement, experience, and success through a range of targeted and collaborative initiatives aimed at fostering a vibrant, supportive campus environment:
 - Units under Student Life and the Offices of the Deputy Provost fully implemented a new appointment-booking software to simplify access to services such as Academic Advising, Teaching and Learning, and Student Engagement. Using a common platform across multiple units has enhanced the student experience while streamlining data collection and service tracking.
 - The Office of the Registrar, in partnership with the Centre for Teaching and Learning, implemented a new undergraduate admissions strategy aimed at increasing access and enrolment through alternative pathways. By leveraging existing academic support programs such as LEAP and UPREP, the strategy allows students to receive conditional offers of admission while upgrading prerequisite knowledge before beginning their undergraduate studies.
 - New leasing partnerships have expanded food options on campus, with Aisle24, Subway, and Truedan Bubble Tea opening on the North campus, and Isabella’s Chocolate Café continuing downtown. Recent additions to the UB cafeteria include self-order kiosks, an order window, and a ramen vending machine.
 - Student Accessibility Services (SAS) piloted two high-impact support programs: SAS Connect, which provides peer mentorship, social connection, and workshops, and Executive Functioning Skills Groups, offering weekly sessions to build time management, organization, and academic planning skills. Both initiatives have been well-received, with strong student engagement and positive feedback, fostering academic growth and a sense of community among participants.
 - The Test Centre implemented new reporting and task automation tools to support exam bookings, reduce errors, and streamline day-to-day operations. These improvements have enhanced exam preparation efficiency, reduced manual workloads, and better integrated Test Centre operations within broader university workflows. As a result, stakeholder engagement has improved, and operational issues have decreased.

Partnerships:

- Enactus Ontario Tech received a generous donation from Jennifer and Christian Lassonde in support the chapter's Skills Series project. The Lassondes' contribution will support enhanced entrepreneurial programming that provides students with real-world experience in launching and managing businesses, building critical thinking, resilience, leadership, and practical business skills. Based at Brilliant Catalyst, Ontario Tech's incubator and entrepreneurial hub, the Enactus Skills Series provides students with practical skills, mentorship and resources to transform their ideas into successful ventures.
- Student Athletics partnered with the Oshawa YMCA to establish recreation opportunities for the downtown location. The program designed specifically for students from the Faculty of Social Science and Humanities, and the Frazer Faculty of Education, saw over 1,200 users over the past year.
- Office of Campus Infrastructure and Sustainability (OCIS) has expanded its sustainability and farm initiatives, partnering both external and internal organizations, including Engineering Outreach (Faculty of Engineering and Applied Science) and Ontario Tech Camps (Office of Continuous Learning) to support their programming needs.
- The Partnership Office and the Office of Co-operative Education, Experiential Learning, and Career Development (CEELCD) continue to advance the Student Enrichment Program (SEP), a collaborative initiative with industry partners to better prepare students for careers in the energy sector. The program's integrated service model, praised by partners for providing streamlined, customized access to university resources, has influenced changes to existing programs (e.g., Women for STEM) and served as a foundation for new ones (e.g., Black Youth Visionary Program). This year, SEP grew its industry partners from five to nine, saw a 38.35% increase in student participation, and engaged over 1,000 students in various SEP activities and initiatives.
- A generous gift from Jason and Riley Rinaldi has enabled the establishment of the Rinaldi Research Chair in AI and Rehabilitation. Based in the Institute for Disability and Rehabilitation Research within the Faculty of Health Sciences, this chair will advance research at the intersection of artificial intelligence and rehabilitation, with a focus on enhancing mobility, independence, and quality of life for individuals recovering from injury, illness, or other challenges.

Challenges:

Throughout the 2024–2025 academic year, academic and administrative units across the University encountered a range of challenges that shaped both the pace and scope of institutional progress. While many teams demonstrated flexibility, innovation, and strong commitment to strategic priorities, the challenges experienced underscored the importance of aligning institutional goals with available resources and the critical need for proactive collaboration and strategic focus.

Human and financial resource limitations were commonly cited barriers this year. Areas reported that prolonged vacancies, delayed hiring processes, and small teams tasked with managing increasingly complex responsibilities. These factors impacted operational continuity, delayed program rollout, and restricted service expansion or the ability to respond to emerging opportunities. Budgetary constraints required units to balance core responsibilities with innovation, particularly around infrastructure, technology, and staffing. Many units adopted a triage approach, focusing efforts on activities most aligned with institutional priorities and likely to generate long-term value. One illustrative example is the Library, which operates under a unique model that supports both Ontario Tech University and Durham College with a single, integrated team. While the team consistently delivers high-impact services, the dual-institution structure creates significant operational complexity. With current staffing levels, the Library faces challenges in expanding digital services, advancing archival development, and sustaining outreach efforts. In response, the unit has prioritized high-impact activities, advocated for targeted staffing additions aligned with institutional priorities, and invested in staff engagement and well-being to maintain service quality and resilience.

Broader social, political, and economic dynamics also significantly influenced the university's operating environment over the past year. Factors such as international student caps, growing public skepticism about the value of post-secondary education, increased competition for philanthropic support, and

evolving geopolitical tensions have shaped both communications strategies and stakeholder engagement. In navigating this complex landscape, academic and administrative units demonstrated adaptability, persistence, and cross-functional collaboration. The Advancement Office exemplified this approach by working closely with Communications and Marketing, Faculties, and senior leadership to sustain progress on the Tech with a Conscience campaign. Their efforts included strengthening faculty support, enhancing donor engagement through immersive tools such as virtual reality tours and CGI videos, and placing greater emphasis on long-term relationship building.

Faculties and units also noted difficulties in balancing competing priorities, often needing to make strategic trade-offs instead of advancing all goals simultaneously. Resource limitations compelled units to defer or adjust some initiatives to align better with existing capacity. For instance, in the Faculty of Health Sciences, curriculum revisions and professional licensing requirements demanded immediate attention, leading to revised timelines for longer-term program development. In several cases, annual plans were recalibrated mid-year to better reflect operational realities. These experiences reinforced the value of clear institutional prioritization mechanisms and the importance of pacing innovation efforts in line with both short-term feasibility and long-term goals.

Cross-unit coordination challenges were noted in the development and implementation of academic programs and institution-wide initiatives, such as the implementation of new engagement tools or institution-wide student supports. These efforts were often hindered by planning in isolation, a lack of clarity around roles and responsibilities, and limited early engagement from key stakeholders, such as the Office of the Registrar, Communications and Marketing, CEELCD, and the Partnership Office. These barriers can slow downstream activities like marketing, industry outreach, and student recruitment. For example, while career preparedness remains a top priority for students, gaps persist in promoting employment opportunities and embedding career competencies into program development. To address this, CEELCD has hired a Skills Translation Advisor and begun work on a competency framework to support the integration of career education and reflective practices into academic programming. Other units have initiated similar mitigation efforts, such as forming advisory committees and launching pilot collaboration strategies; steps that represent progress toward a more integrated and collaborative institutional culture.

Despite these constraints, many units demonstrated resilience and adaptability by reprioritizing initiatives, adjusting timelines, and focusing on targeted implementation strategies. There is shared optimism across the institution that the results of the KPMG efficiency reviews will offer valuable insights to strengthen core processes, improve resource alignment with strategic goals, and enhance institutional collaboration. Improved coordination and more deliberate resource deployment will be essential to sustaining momentum and achieving key institutional priorities within an increasingly complex post-secondary landscape.

Next Steps in the Integrated Planning Process

The 2024–2025 academic year highlighted the complexity of the post-secondary environment in which Ontario Tech operates. These experiences reinforce the importance of aligning institutional goals with available resources and the critical need for proactive collaboration across units. Success depends on breaking down silos and fostering deeper integration and strategic focus throughout the university. In this context, the Integrated Planning process remains a valuable tool for Faculties and Units to align strategies with institutional goals, adapt to change, and prioritize impact. As fiscal and operational pressures continue, managing resources strategically and working across boundaries will be essential. Faculties and Units have demonstrated resilience, adaptability, and commitment by reprioritizing initiatives, adjusting timelines, and innovating within capacity, sustaining progress amid challenges. Moving forward, collaboration and shared responsibility will be key to navigating pressures and seizing opportunities. Entering the third year of the IARP, intentional resource management and alignment with institutional priorities will drive continued growth and success. Ontario Tech's collective dedication and creativity position the university not only to meet challenges but to thrive, fulfilling its mission to provide an exceptional learning and research environment.



2024-25 Report on Institutional Metrics

June 2025

Ontario Tech University Metrics

Integrated Academic-Research Plan – Strategic Priorities

Tech with a conscience:

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



Learning re-imagined:

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



Creating a sticky campus:

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







Partnerships:

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



Ontario Tech University Metrics

		IARP Priority Alignment			
		Tech with a Conscience	Learning Re-Imagined	Sticky Campus	Partnerships
					
Comprehensive Access Institution					
Student mix (Actual and Proportion)	●		●	●	●
Enrolment Targets to Actuals	●		●	●	
Demographics of our community	●	●		●	
Transfer students from universities and colleges	●		●		
Student retention rates	●			●	
Student participation in Transition activities	●		●	●	
LEAP participation	●		●	●	
Employee Retention (Academic and Non-Academic)	●			●	
Transformational Education & Research Excellence					
Student Participation in Work Integrated Learning Opportunities	●		●		●
Partnerships supporting Work Integrated Learning	●		●		●
Students graduating with courses on Ethics or Impact	●	●	●		
Courses taught by FT faculty	●			●	
Student: Faculty ratios	●		●	●	
NSSE results: overall student satisfaction	●		●	●	
NASM/FTE ratio in instructional categories	●		●	●	
Flexible course formats offered (online or hybrid)	●		●		
Research Chairs & Institutes	●	●			●
Research Sponsorship	●				●
Alumni Engagement	●			●	●
Economic Stewardship					
Net Income/Loss Ratio	●	<div> Legend: <ul style="list-style-type: none"> ● - On Track/Meeting Target ● - Progressing towards target ● - Behind/Below target </div> <div> ● - Aligned with Strategic Priority </div>			
Viability Ratio	●				
Primary Reserve Ratio	●				
Net Operating Revenues Ratio	●				
Credit Rating	●				

Ontario Tech University Metrics

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Metric: **Student Mix - Overall**

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

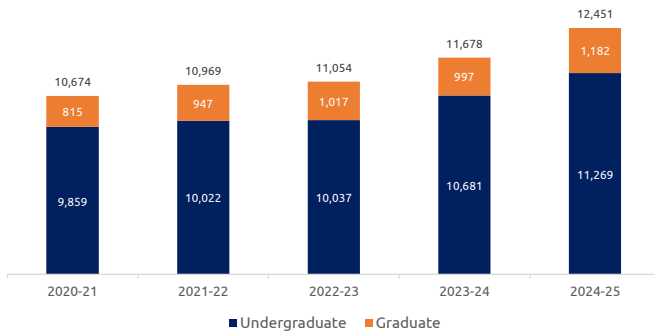
Data Source: University Statistical and Enrolment Report (USER) (Fall Report)

Target: Proportion of Graduate Students: between 8-10%
Proportion of International Students: 11-15% (target range adjusted due to IRCC caps & provincial attestation letter (PAL) allocations)

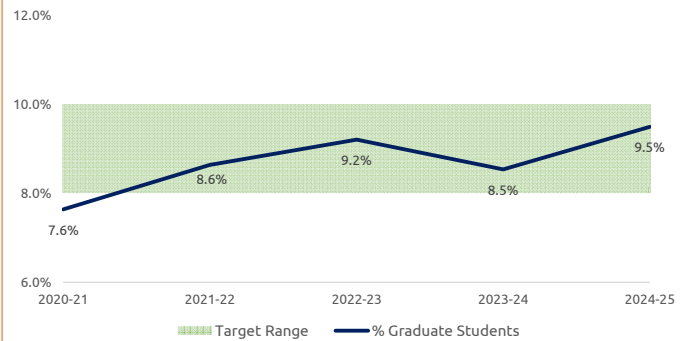
Proportion of Female Students: 50%
Proportion of Part-Time Students: 7-10%



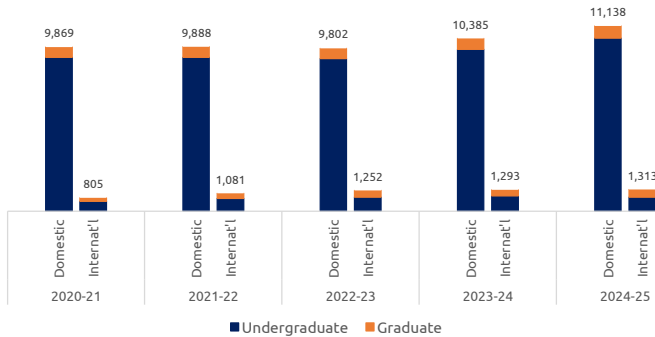
Student Mix by Level



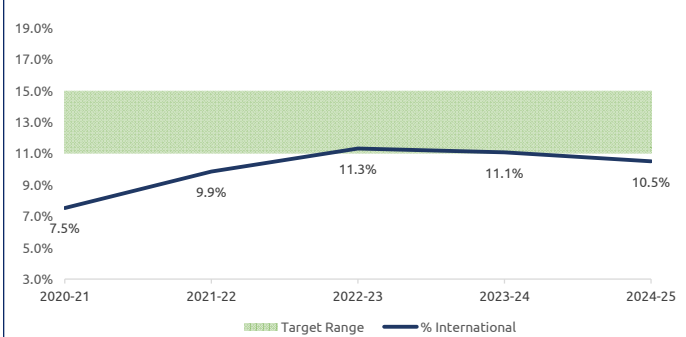
Proportion of Graduate Students



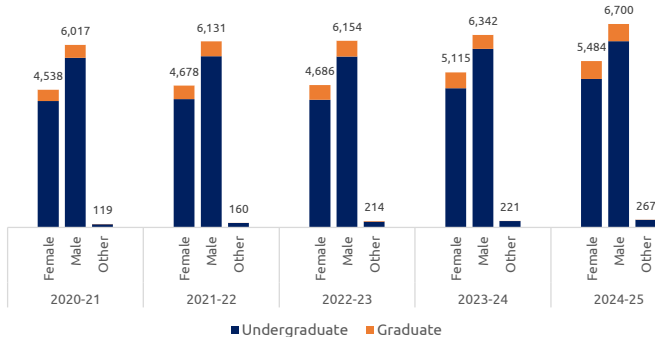
Student Mix by Residency



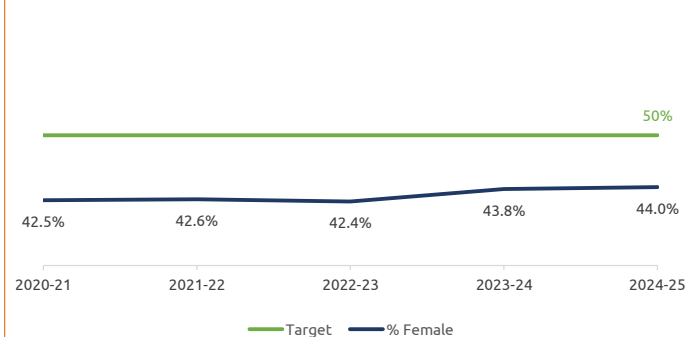
Proportion of International - Overall



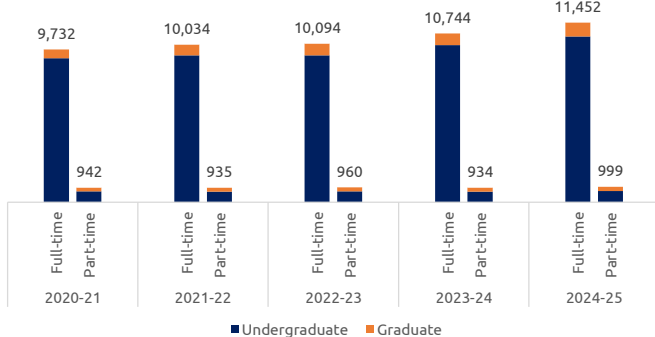
Student Mix by Gender



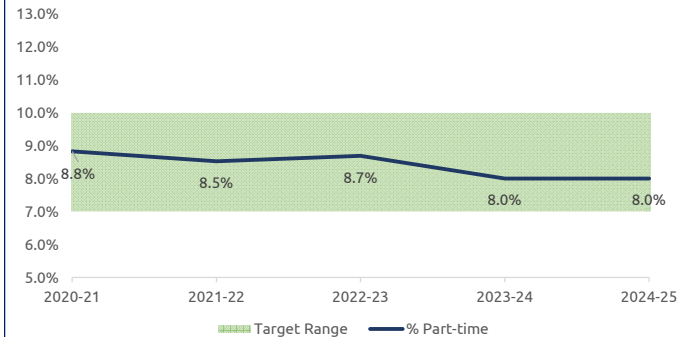
Proportion of Female Students - Overall



Student Mix by Status



Proportion of Part-time Students - Overall



Ontario Tech University Metrics

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Metric: **Enrolment Targets to Actual**

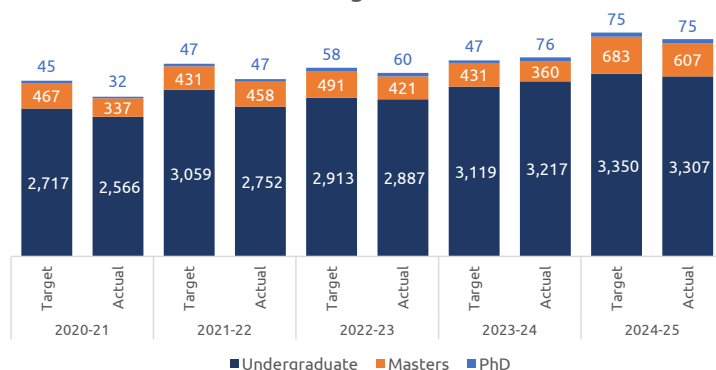
Definition: Comparison of the established Day 10 Enrolment Targets with the Day 10 Actual Enrolment, presenting the proportion of target achieved for Undergraduate, Masters, and PhD enrolment.

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

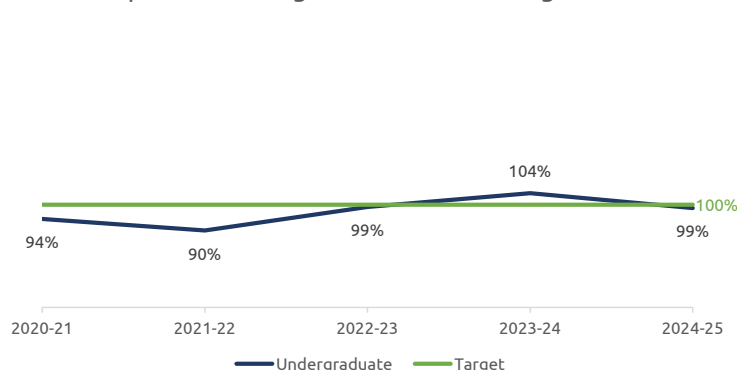
Target: 100% of Enrolment Targets Achieved



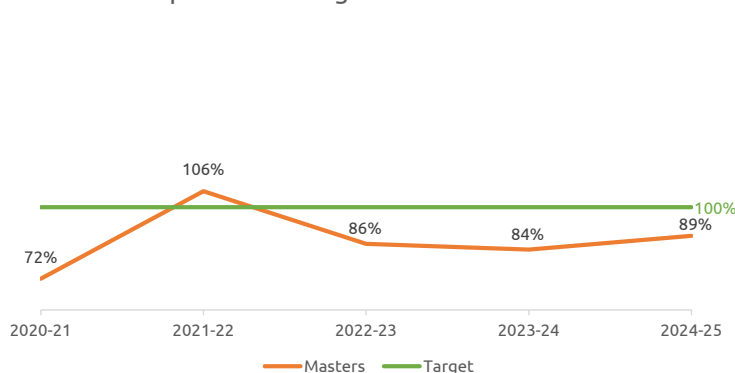
Intake Target to Actual



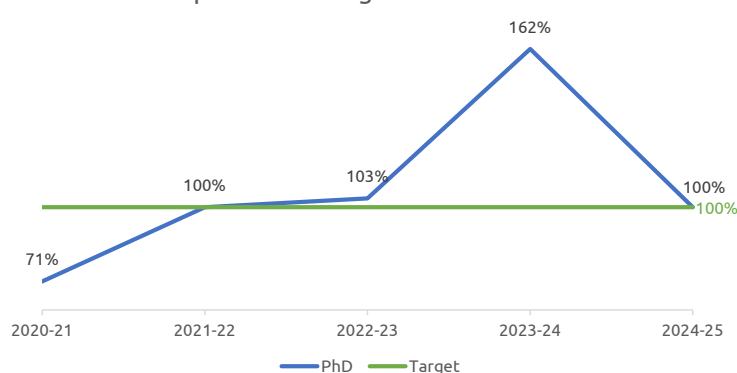
Proportion of Target Achieved - Undergraduate



Proportion of Target Achieved - Masters



Proportion of Target Achieved - PhD



Ontario Tech University Metrics

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Metric: **Demographics of our Community**

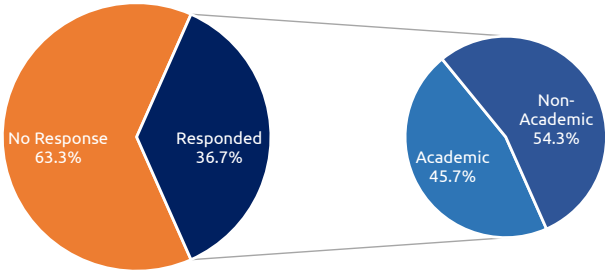
Definition: Response rates to internal EDI Self-ID Survey, from active Graduate and Undergraduate Students (as of Official Fall Count Date, November 1), and active Full-time Continuing and Limited-Term academic and non-academic employees (as of Official Count Date, October 1) .

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

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



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



Report shows response rates to EDI Self-ID Survey from active Full-time Continuing academic and non-academic employees. The data presented covers all currently available data. However, it only includes responses from employees who were active on the 2024-2025 official count date (October 1, 2024).

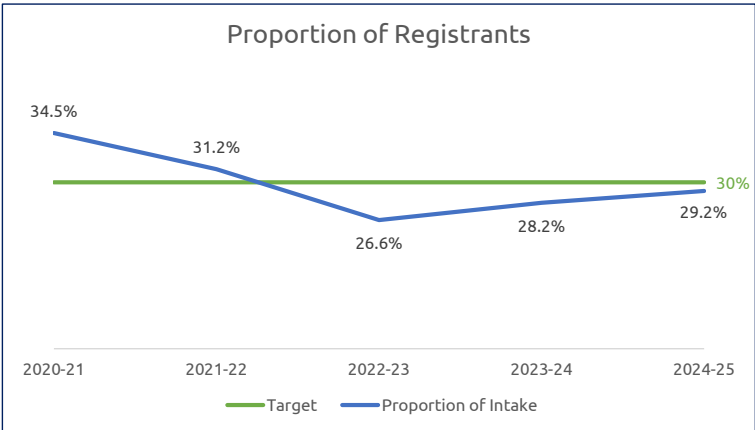
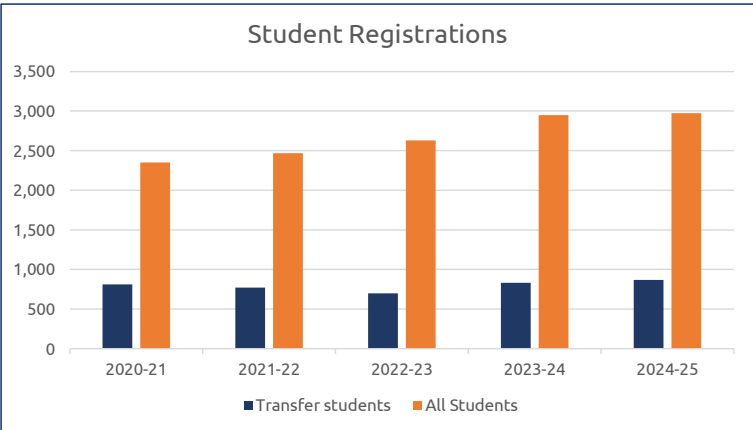
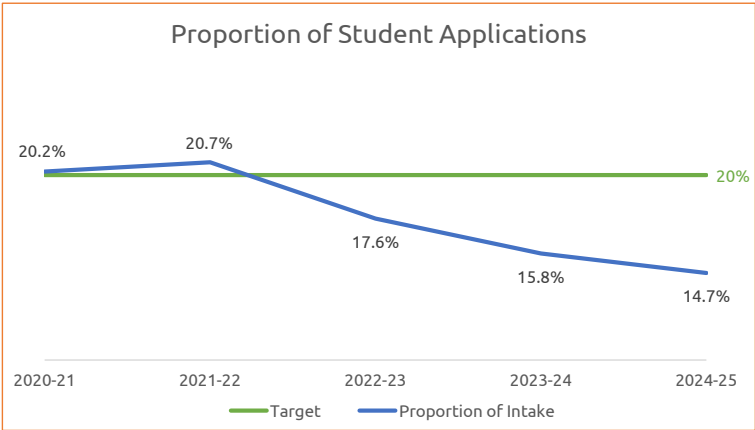
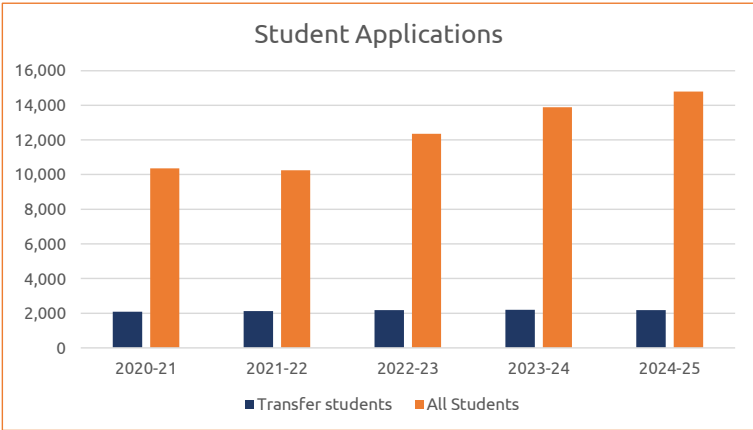
Response rates for students and limited term employees (academic and non-academic) continue to not meet the target threshold of 30% required to reporting. Currently, 6.59% of limited term employees have submitted survey responses. A coordinated communication push to students across multiple platforms saw a small increase in survey participation, bringing the overall student response rate to 4.06%.

A work plan has been created for the 2025-26 academic year to encourage greater survey participation across the campus community.

Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: **Transfer students from college and university**
Definition: Number and proportion of UG transfer student applicants (from either another university or college) to overall new UG applicants.
Number and proportion of UG transfer student registrants (from either another university or college) to overall UG registrants.
Data Source: Day 10 Applicant Tracking Report and Official Fall USER report
Target: Maintain 20% of applications and 30% of registrations



Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: **Student Retention Rates**

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

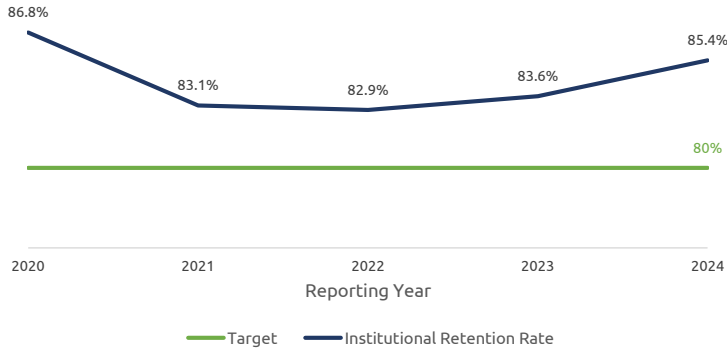
- CSRDE Year 1 to Year 2 Retention rates are based on first-time, full-time undergraduate students who commenced studies in the previous year and have continued to study at the same institution in the reporting year.
- All Year 1 to Year 2 Retention rates are based on all incoming Year 1 students who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

Data Source: Official Fall USER Reports

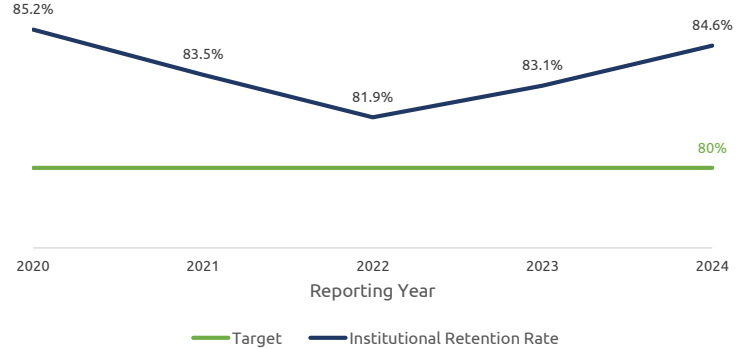
Target: CSRDE Year 1 to Year 2 Retention Rate: 80% or above
CSRDE Year 2 to Year 3 Retention Rate: 95%



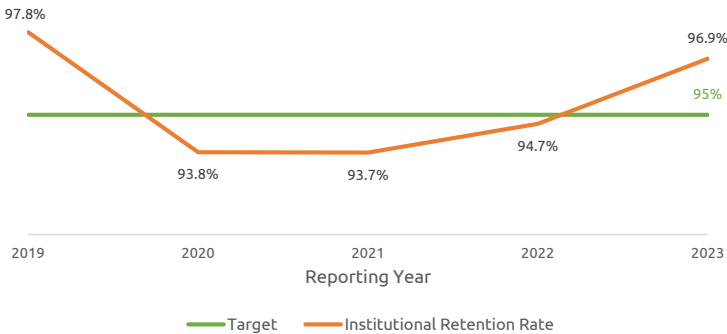
CSRDE Yr1-Yr2 Retention Rate



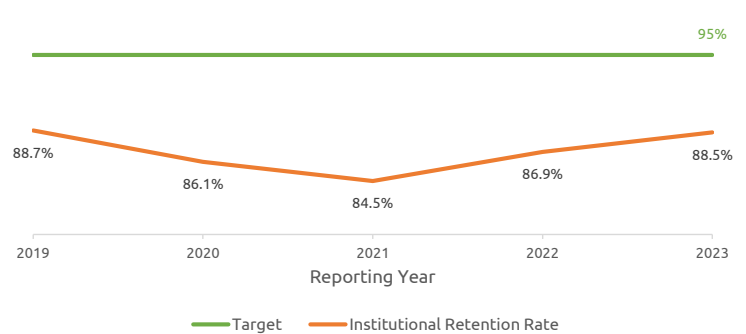
Yr1 to Yr 2 Retention Rate, All Students



CSRDE Yr2-Yr3 Retention



Yr2 to Yr3 Retention Rate, All Students



Ontario Tech University Metrics

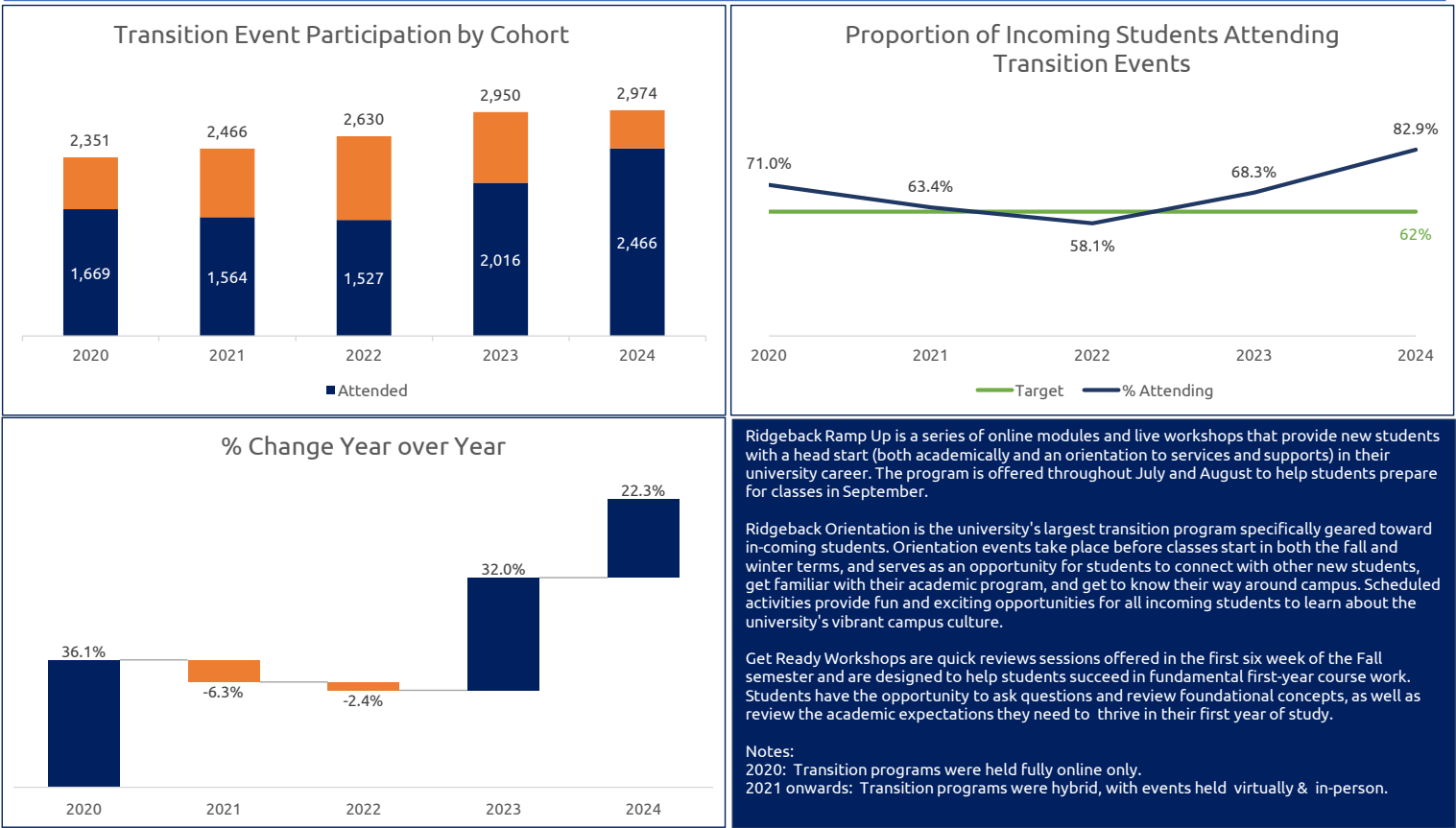
[Return to Metrics Listing](#)

Metric: **Participation in New Student Transition Events**

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

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

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



Ontario Tech University Metrics

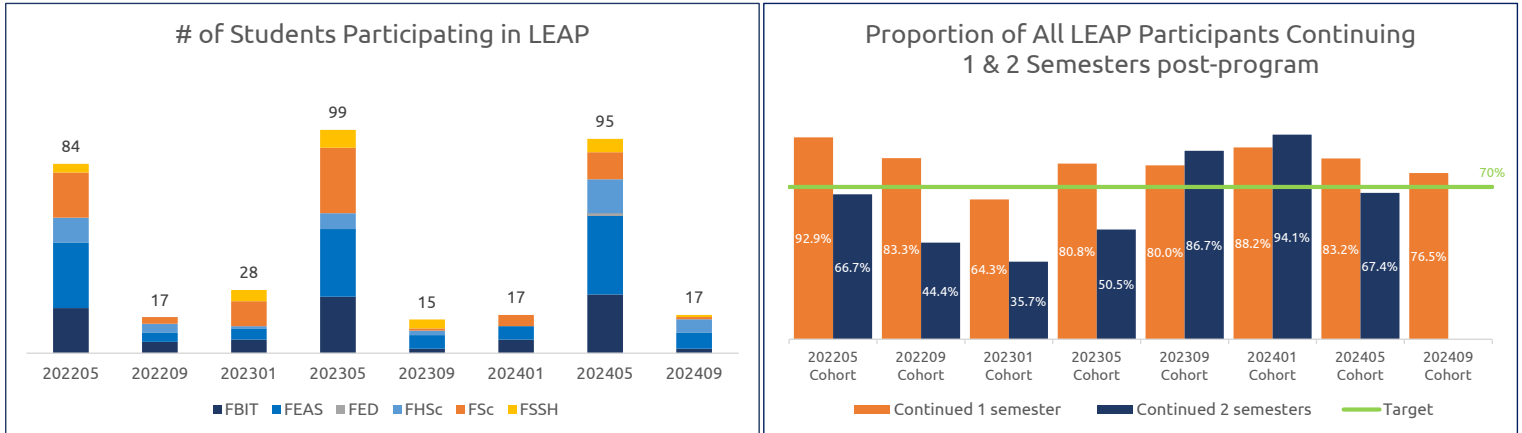
[Return to Metrics Listing](#)

Metric: **LEAP participation**

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

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

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



The Learner Engagement Academic Program (LEAP) program is a not-for-credit course aimed at giving students who have been suspended or dismissed the tools needed to successfully re-integrate into their program of study. LEAP combines the innovative principles of Burnett & Evans (2016) Designing Your Life with Covey's (2019) 7 Habits of Highly Effective People. The highly interactive curriculum includes, but is not limited to, design thinking processes, learning opportunities specifically designed to provide participants with skills to ensure a successful transition back into our university community and beyond. Additionally, participants are expected to apply in-class hands-on activities with external experiential learning opportunities that include interactions with guest professionals, individual mentoring, and academic support. All of these components are delivered using multiple modalities that emulate those used in typical academic courses.

The program runs for 12 weeks and the content is delivered using a hybrid model (combination of in-person and virtual meetings, asynchronous material), as well as meeting with an academic coach. Successful completion of the program (i.e. achieving 70 per cent overall, successfully passing all components) is necessary in order to be re-admitted to the university.

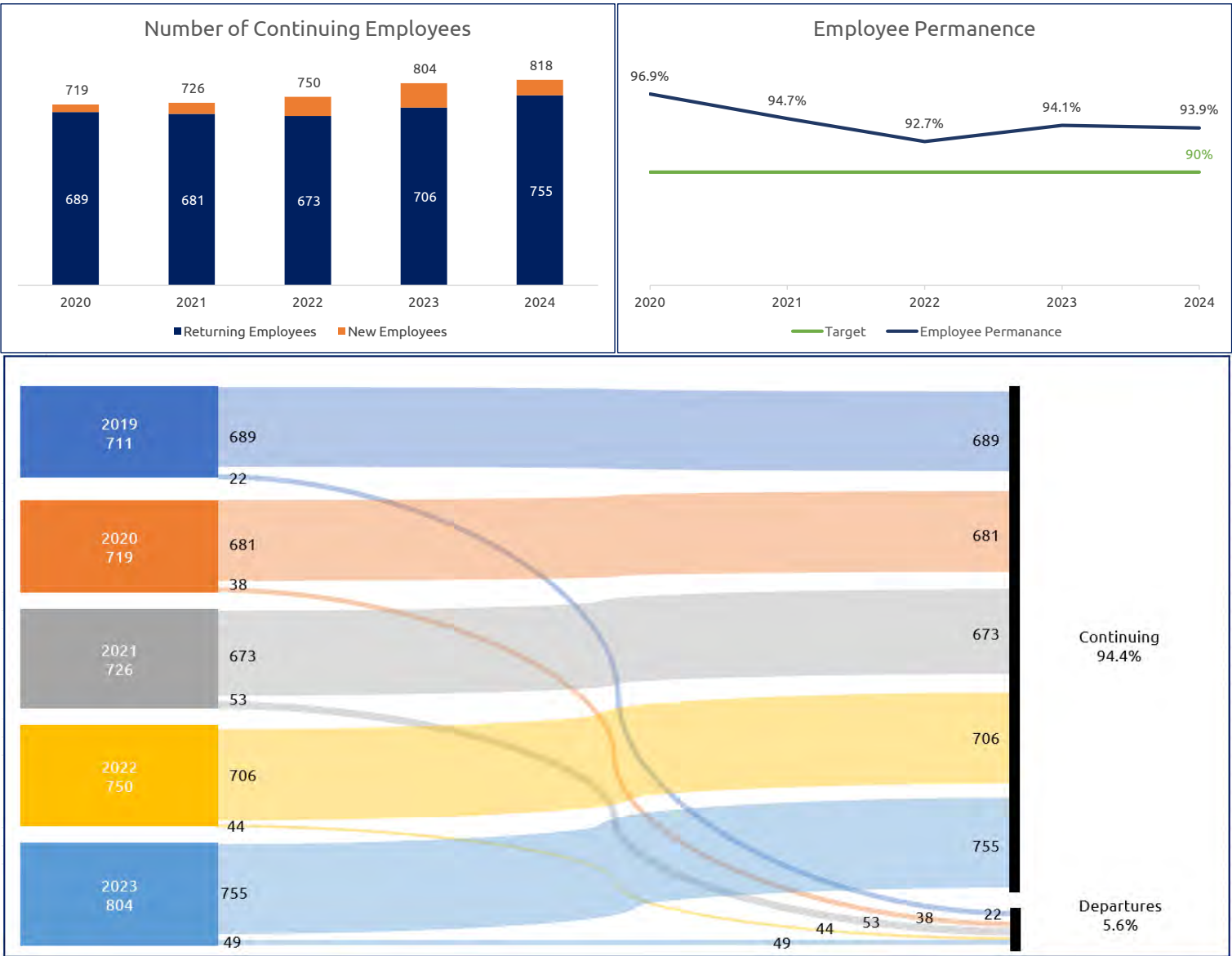
Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: **Employee Retention**
Definition: Number and proportion of employees that remain at Ontario Tech University from the previous year.

Data Source: Official Employee Counts made on October 1 of each year.

Target: Employee Permanence: above 90%



Ontario Tech University Metrics

[Return to Metrics Listing](#)

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

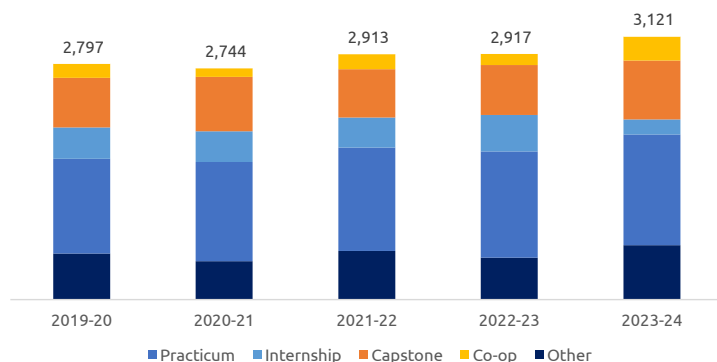
Definition: Distinct Count and Proportion of undergraduate students enrolled in one or more WIL opportunity including, but not limited to, the traditional experiences of Co-operative Education, Internships, Practicums, and Capstone Projects, reported for the Ministry Reporting year.

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

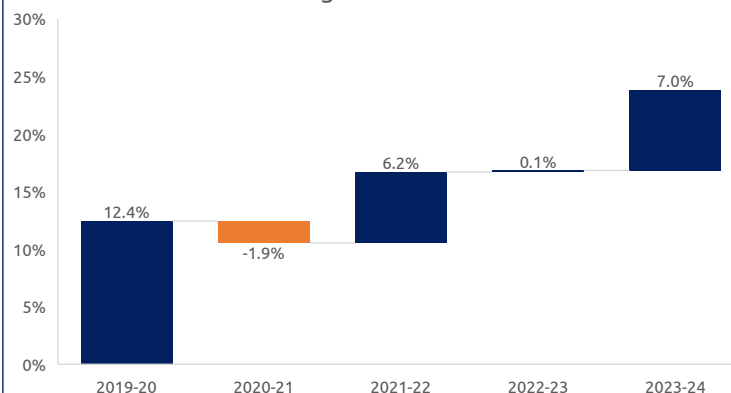
Target: Proportion of Undergraduate Students participating in at least one WIL opportunity: 25% or higher
Proportion of all WIL opportunities classified as a "Traditional WIL experience"(Co-op, Internship, Practicum, and Capstone): 80%



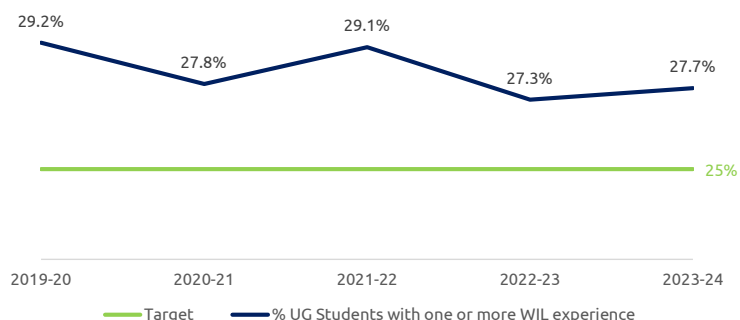
of Students in WIL Opportunities



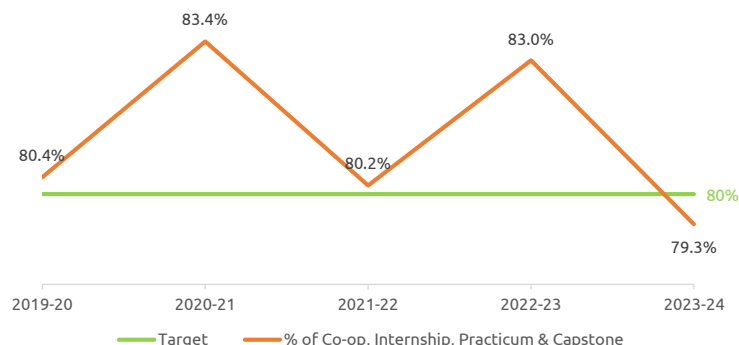
% Change Year over Year



Proportion of UG students with a WIL Experience



Proportion of WIL Opportunities classified as "Traditional"



Ontario Tech University Metrics

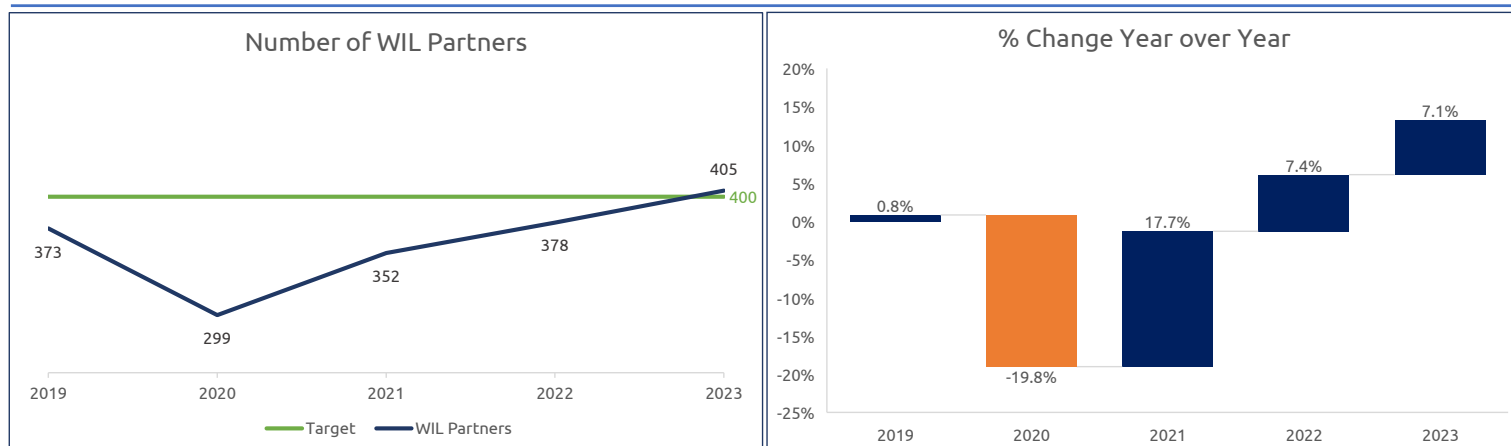
[Return to Metrics Listing](#)

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

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

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

Target: Number of Partners supporting WIL: 400



Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: Students graduating with a course on Ethics or Impact

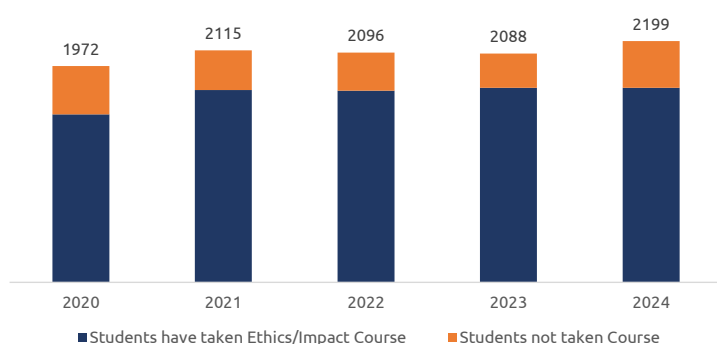
Definition: Count and proportion of students, at time of graduation, who have taken in a course that has an ethical or impact component listed (indicated in course title within the Academic Calendar).

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

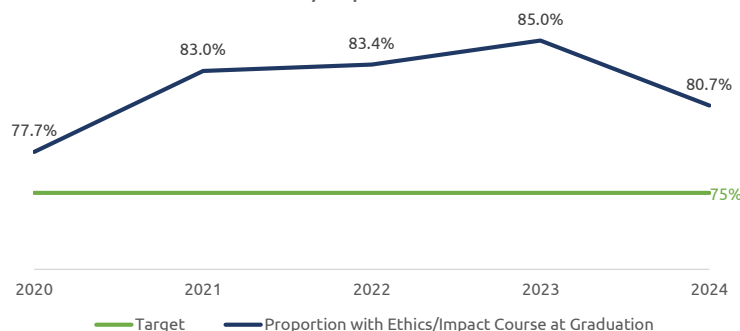
Target: Proportion of Undergraduate students graduating with at least one course with an Ethics or Impact component: 75%
Proportion of Graduate students graduating with at least one course with an Ethics or Impact component: 10%



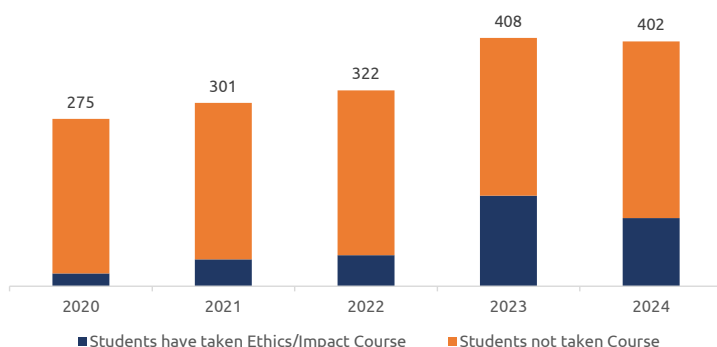
UG Students Graduate with Ethics/Impact Course



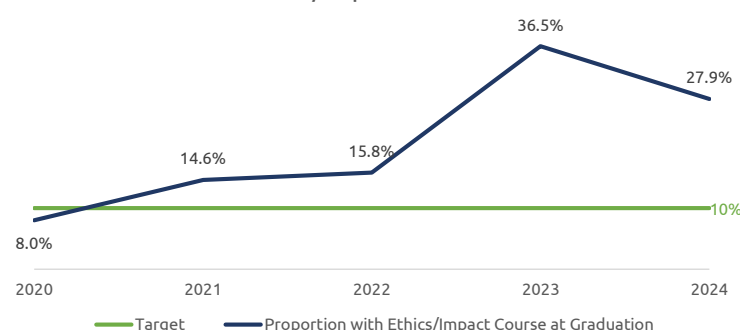
Proportion of Graduated UG Students with Ethics/Impact Courses



GR Student Graduates with Ethics/Impact Course



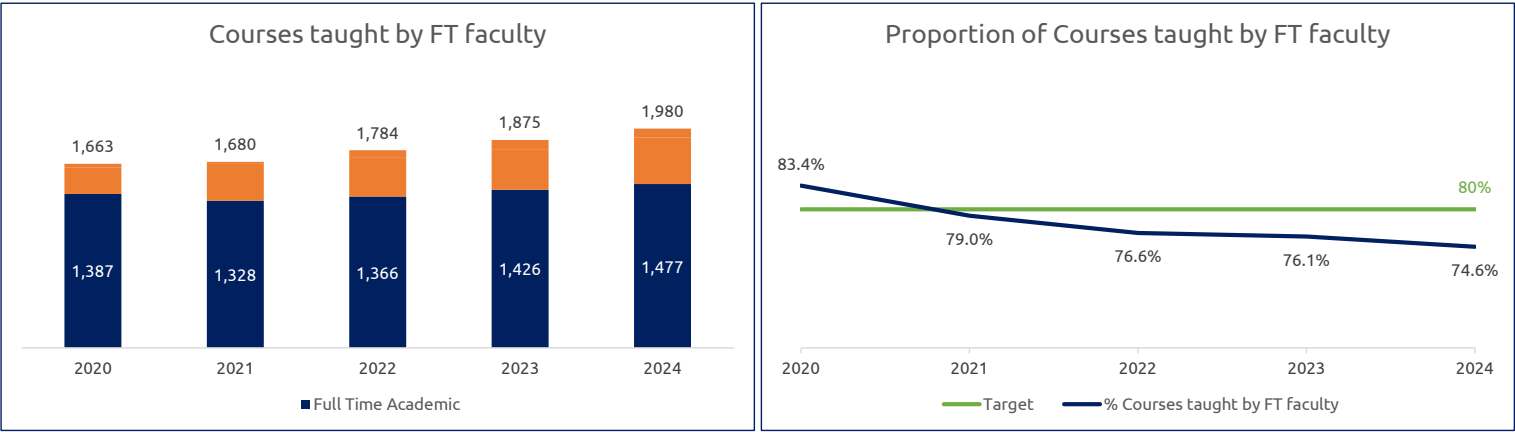
Proportion of Graduated GR Students with Ethics/Impact Courses



Ontario Tech University Metrics

[Return to Metrics Listing](#)

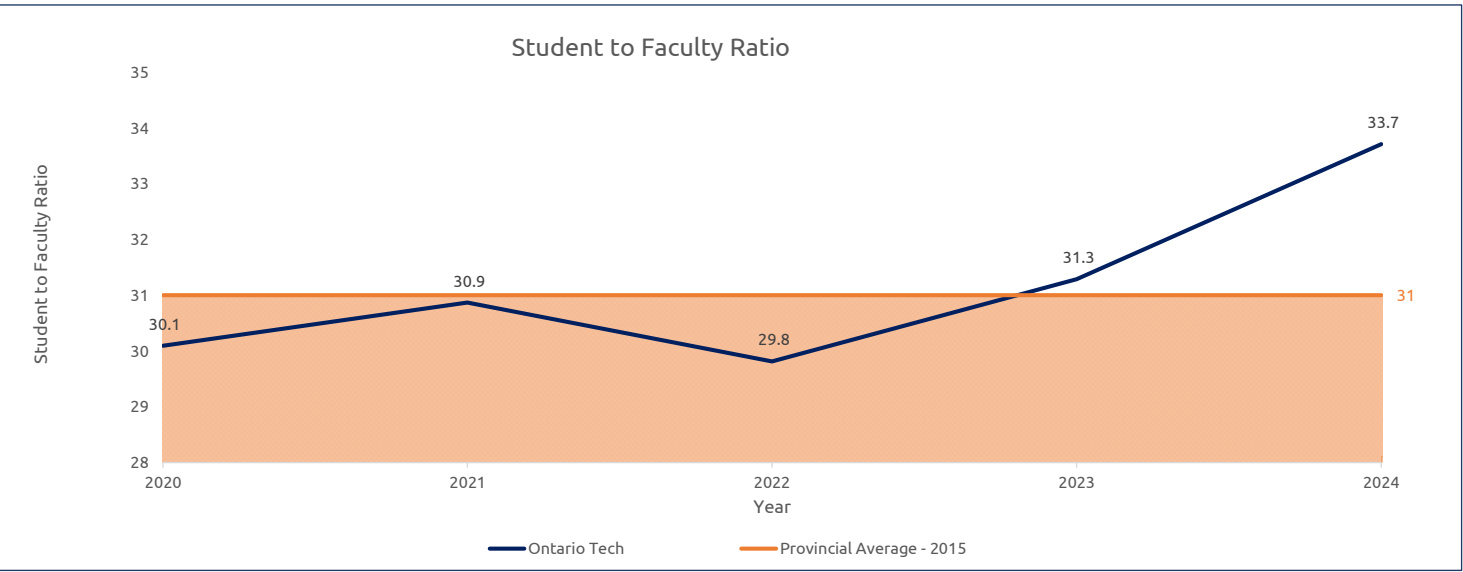
Metric: **Courses taught by Full-time faculty**
Definition: Count and proportion of courses (CRN with credit hour weighting) taught by FT faculty members (Includes TTT, TF and Limited Term Faculty Members), per Ministry Reporting year.
Data Source: Course data and enrolment reports
Draft Target: Proportion of Courses taught by FT faculty members: 80%



Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: **Student: Faculty ratios**
Definition: The ratio of students taught to number of academic teaching staff (TTT & TF). (Measure of FTE to FTE)
Data Source: Annual USER data and Official Human Resources counts as of October 1st of each year.
Target: 31 to 1 or better (2015 Provincial Average)



Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: **Overall Student Satisfaction**

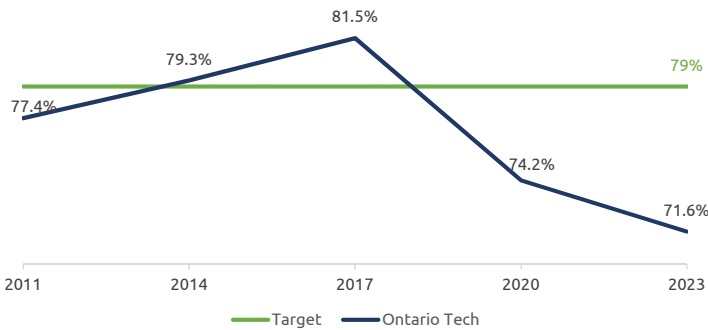
Definition: Reponse to NSSE questions on entire educational experience (% "good" or excellent" respondents) at Year 1 and Year 4
Data Source: National Survey of Student Engagement (NSSE); administered every 3 years to Year 1 and 4 Undergraduate students

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

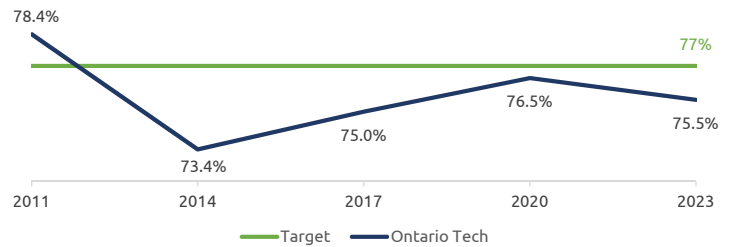


Question: How would you evaluate your entire educational experience at this institution?

% of Good/Excellent Respondents - Year 1

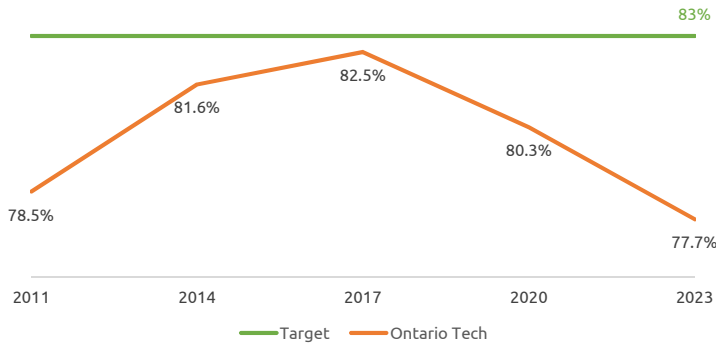


% of Good/Excellent Respondents - Year 4

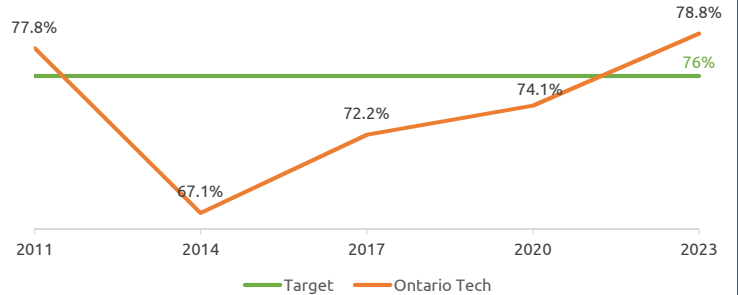


Question: If you could start over again, would you go to the same institution you are now attending?

% of Good/Excellent Respondents - Year 1



% of Good/Excellent Respondents - Year 4

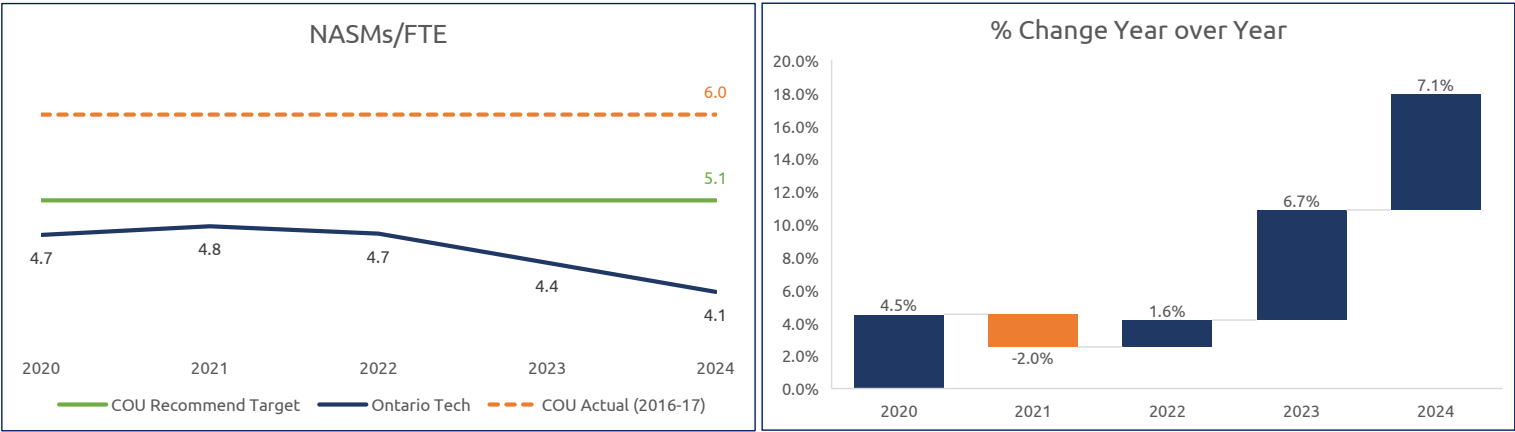


Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: **NASM/FTE ratio in instructional categories**
Definition: Ratio of Net Assignable Square Meters (NASM) of instructional space to Overall Student FTEs (COU methodology used)
Data Source: Official space database (OCIS), Annual USER data

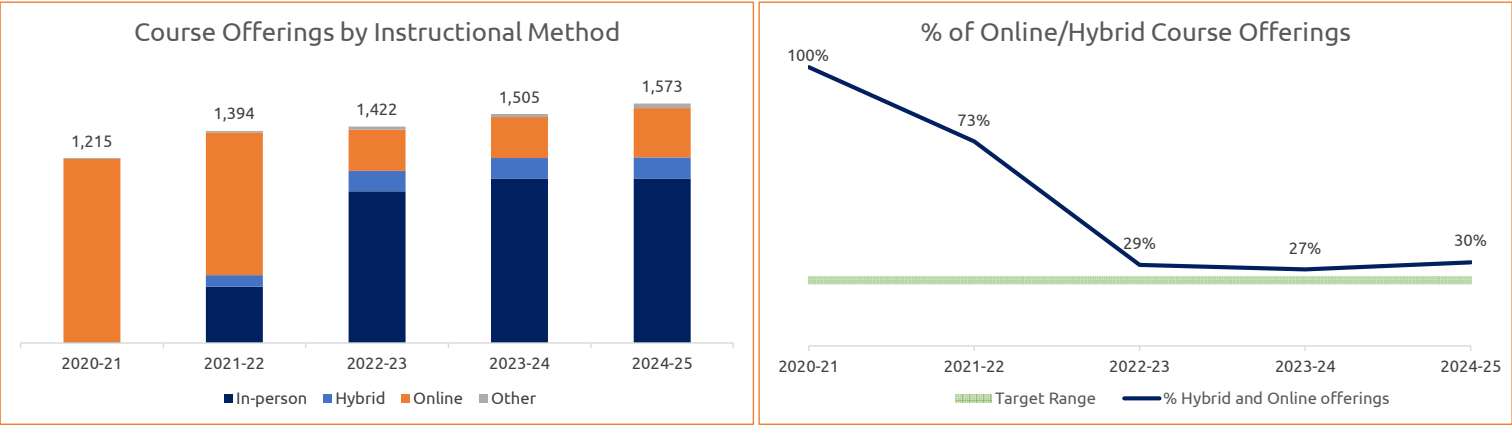
Target: COU Recommended Target of 5.1



Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: **Flexible course formats offered (online or hybrid)**
Definition: Count of In-person, Hybrid, Online, and Other undergraduate course offerings (*Other includes "Offsite, Independent Study, N/A"). Proportion of undergraduate e-learning course offerings (hybrid/online).
Data Source: Official course scheduling and enrolment data (Ministry Reporting year)
Target: Proportion of online/hybrid undergraduate course offerings: between 22-25%

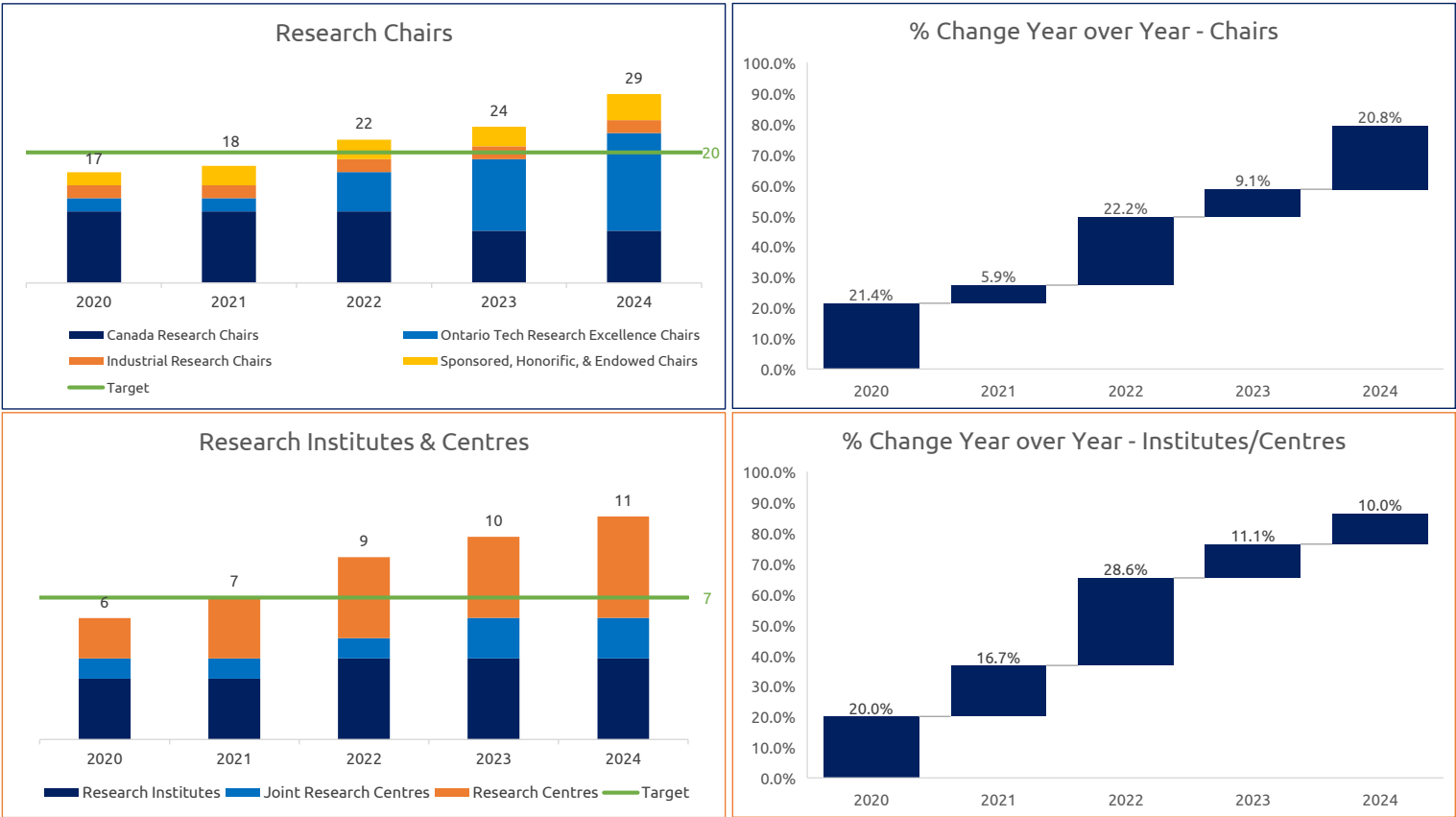


Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: **Research Chairs & Institutes**
Definition: Count of Research Chairs, Institutes, and Centres, by year. Includes internal, CRC, and industry chairs.
Data Source: Office of Research Services

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



Ontario Tech University Metrics

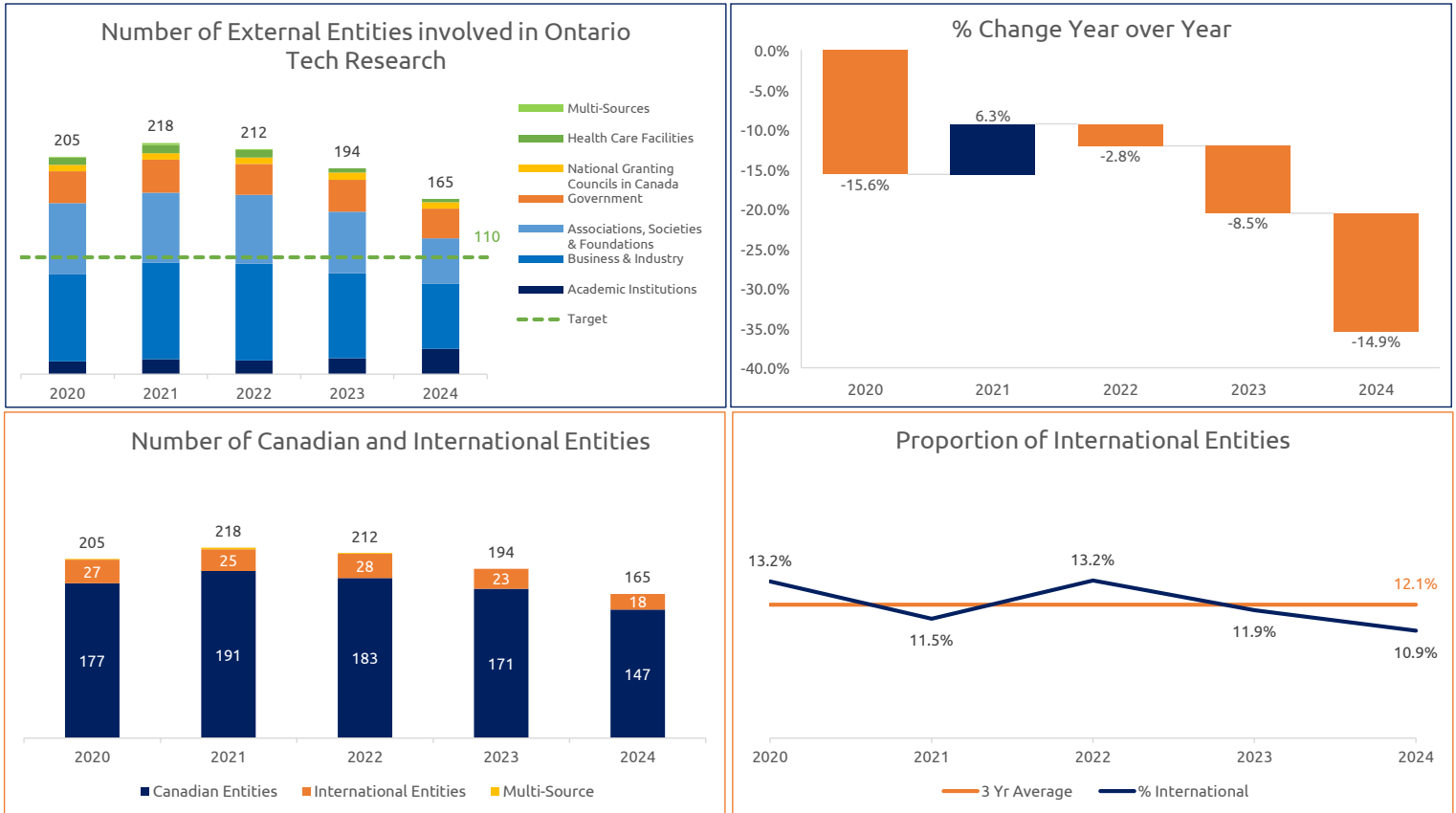
[Return to Metrics Listing](#)

Metric: **Research Sponsorship**

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

Data Source: Office of Research Services

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



Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: **Alumni Engagement**

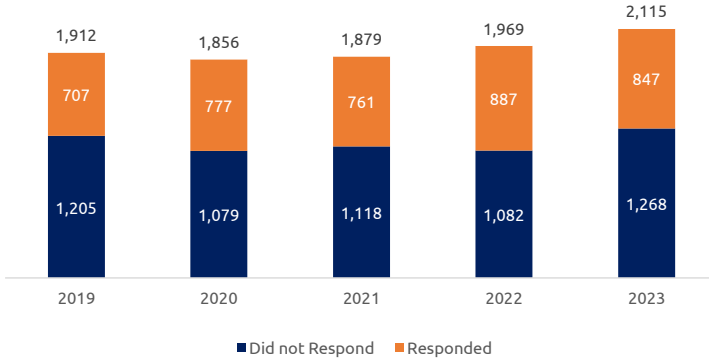
Definition: Proportion of eligible alumni who responded to Ontario University Graduate Survey (OUGS) (administered two years after graduating from an undergraduate or first professional degree program). Proportion of alumni donors per fiscal year (unique donors against rolling distinct count of total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

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

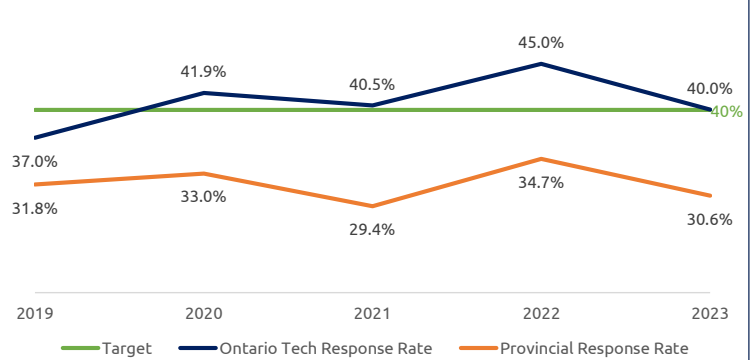
Target: Engagement rate on OUGS: 40%
Engagement rate on Alumni donors: 3%



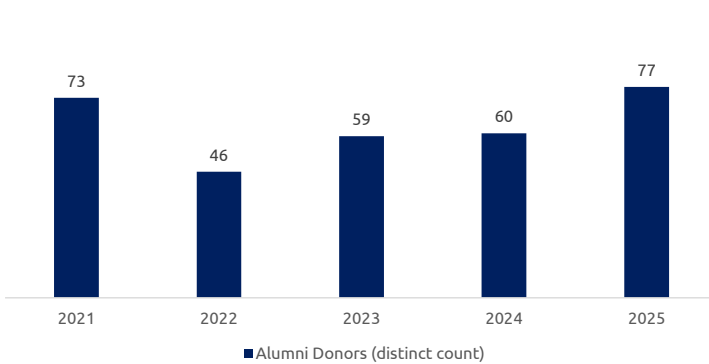
Ontario Tech Alumni surveyed through OUGS



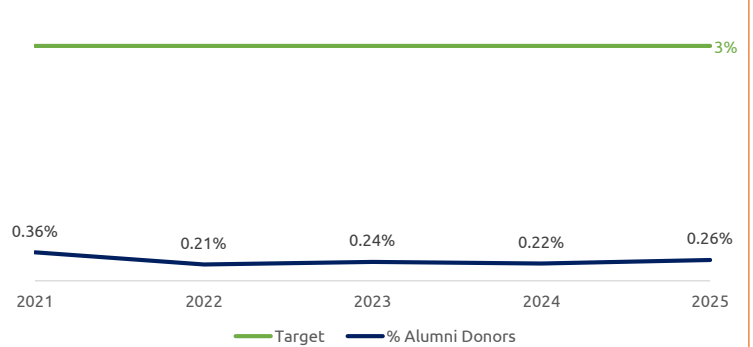
OUGS Response Rate



Alumni Donors



Proportion of Alumni Donors



Ontario Tech University Metrics

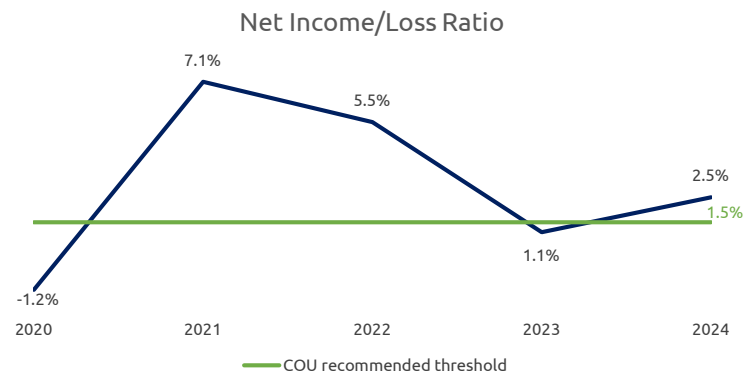
[Return to Metrics Listing](#)

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

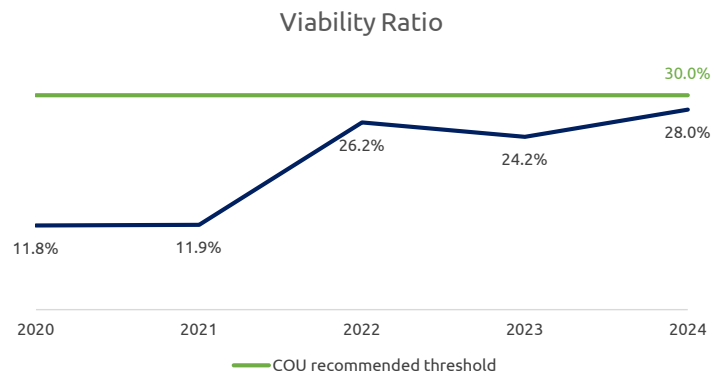
Target: COU recommended thresholds.
Net Income/Loss Ratio: < 1.5%
Primary Reserve Ratio: < 30

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

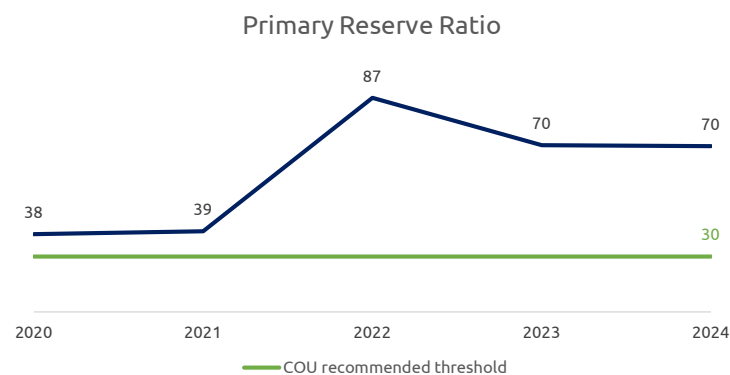
The Net Income/Loss Ratio measures the percentage of revenues that contributes to net assets. The objective of this ratio is to track trends in net earnings.



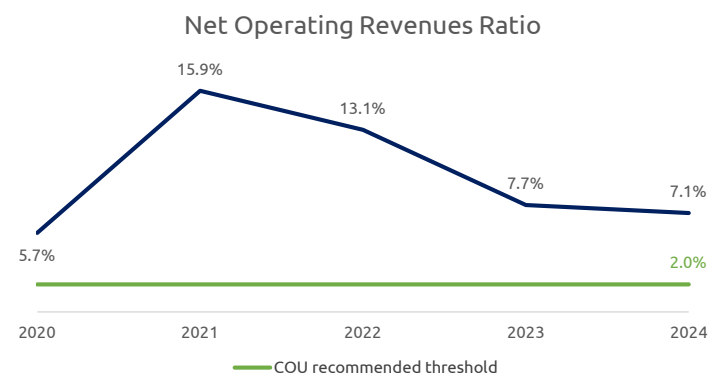
The Viability Ratio is a basic determinant of an institution's financial health, as it provides an indication of the funds on hand that can be used should an institution need to settle its long-term obligations.



The Primary Reserve Ratio is a measure of financial viability that compares expendable net assets to total expenses by determining how many days an institution could function using only its financial resources that can be



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



Credit Rating	Moody's	DBRS
2019-20	A1 Stable	A(low) Stable
2020-21	A1 Stable	A(low) Stable
2021-22	A1 Stable	A(low) Stable
2022-23	A1 Stable	A(low) Stable
2023-24	A1 Stable	A Stable

SMA Dashboard - Year 5 Reporting

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

Metric 1: Graduate Employment Rate in a Related Field

Metric 2: Institutional Strength/Focus

Metric 3: Graduation Rate

Metric 4: Community/Local Impact of Student Enrolment

Metric 5: Economic Impact (Institution-specific)

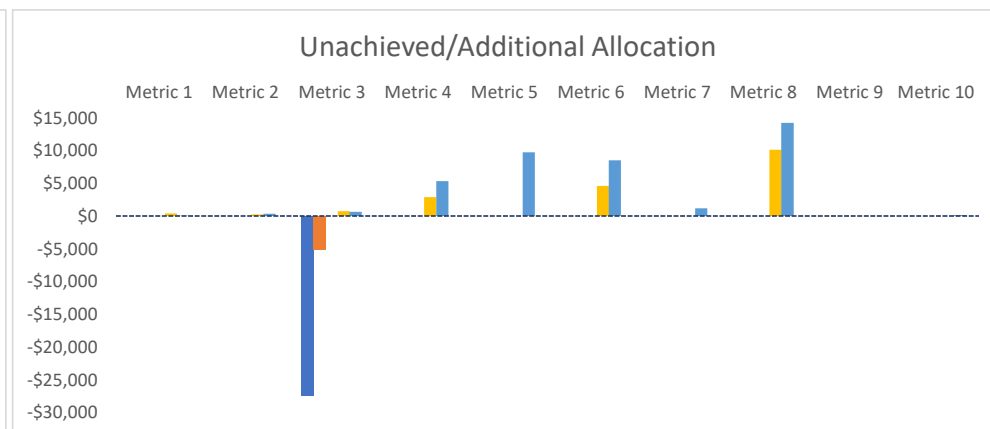
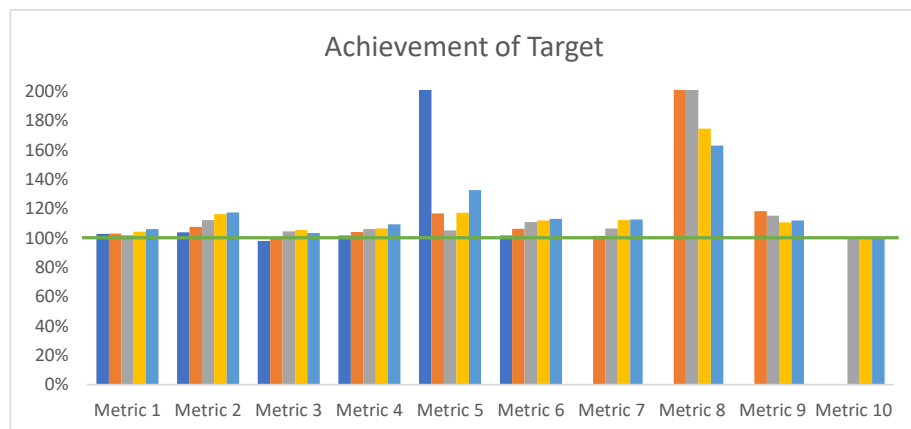
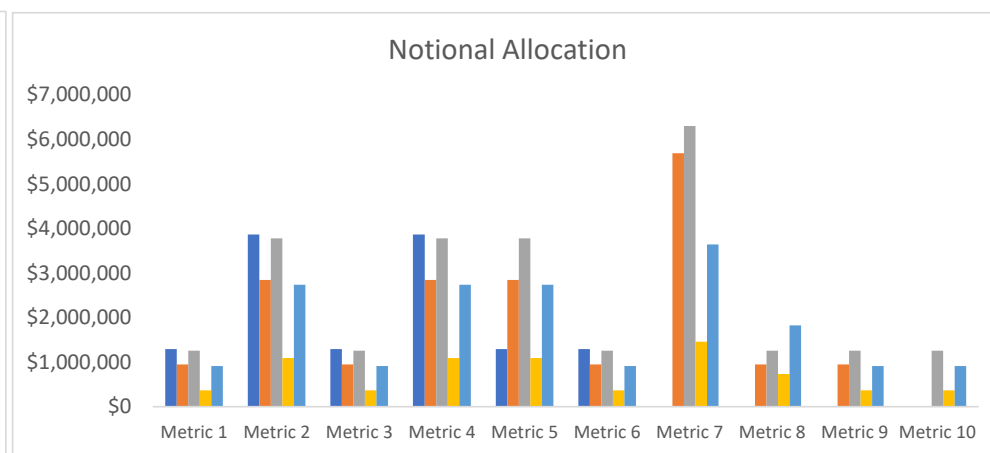
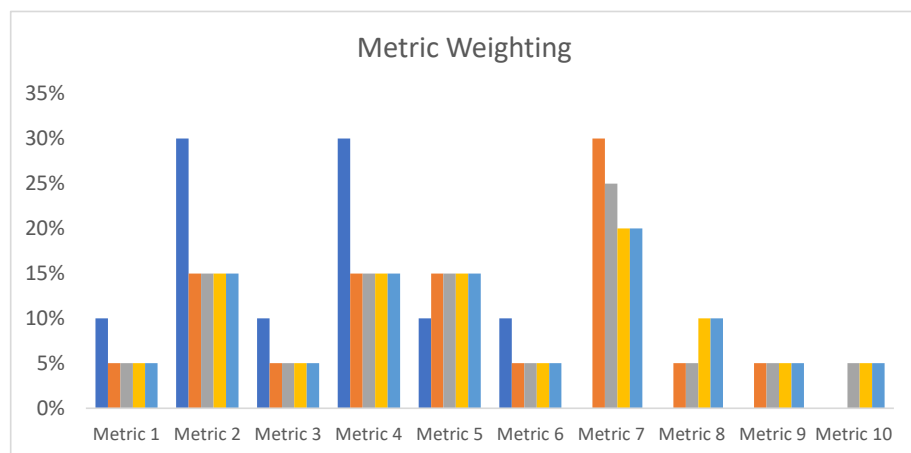
Metric 6: Research Funding and Capacity: Federal Tri-Agency Funding Secured

Metric 7: Experiential Learning

Metric 8: Research Revenue Attracted from Private Sources

Metric 9: Graduate Employment Earnings

Metric 10: Skills and Competencies



Note: Metrics 1-6 active during Year 1 (2020-21)

Metrics 1-9 active during Year 2 (2021-22)

Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

SMA Dashboard - Metric 1

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

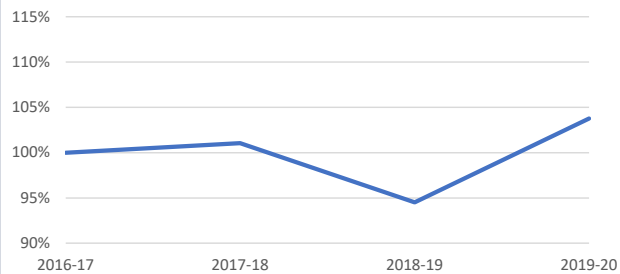
Definition

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

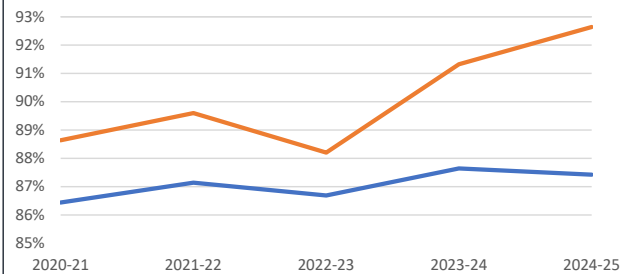
Data Source

MCU Ontario University Graduate Survey (OUGS)

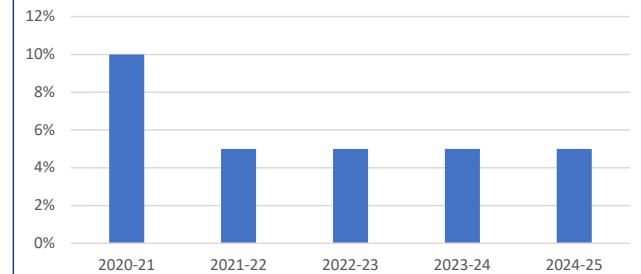
Historical Values



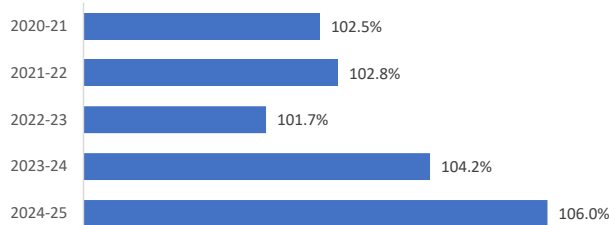
Performance Target to Actual



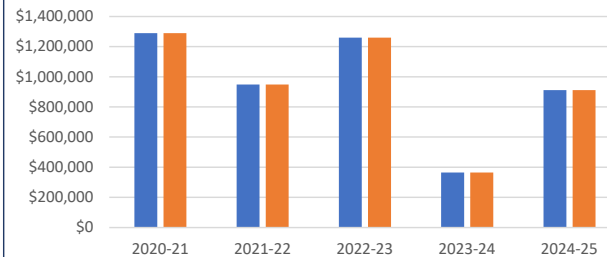
Metric Weighting



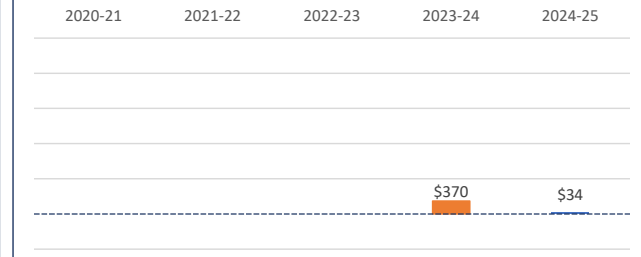
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



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

Data not appearing indicates full allocation achieved

SMA Dashboard - Metric 2

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

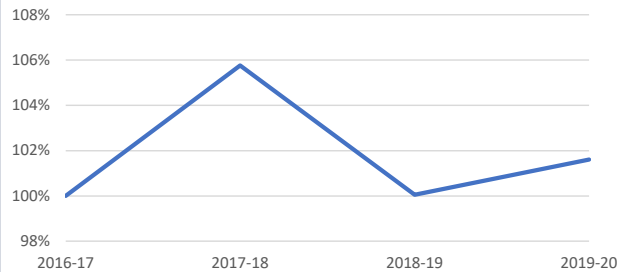
Definition

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

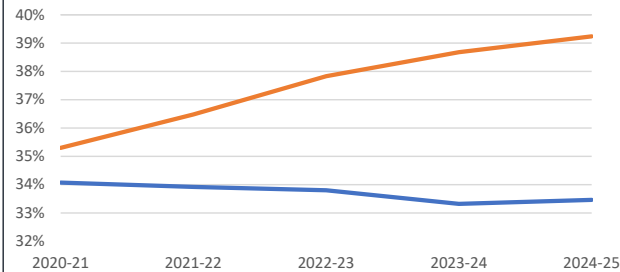
Data Source

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

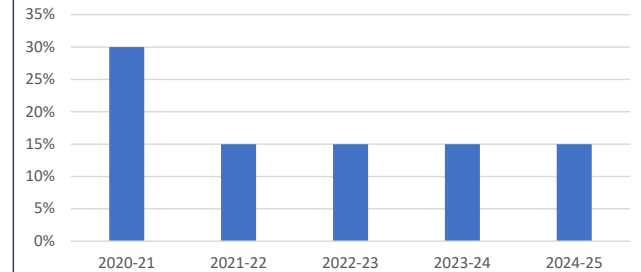
Historical Values



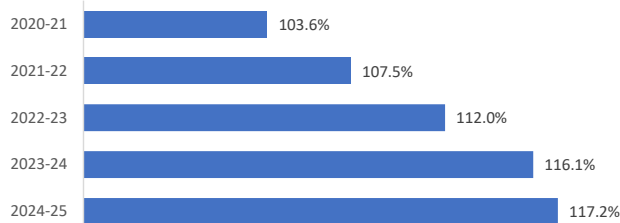
Performance Target to Actual



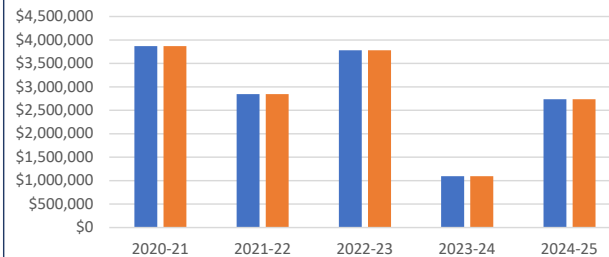
Metric Weighting



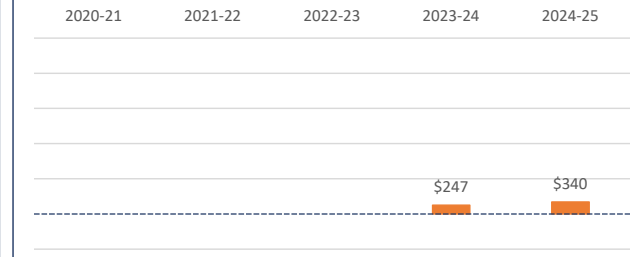
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



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

Data not appearing indicates full allocation achieved

SMA Dashboard - Metric 3

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

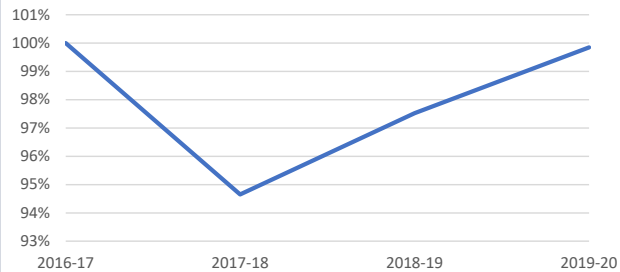
Definition

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

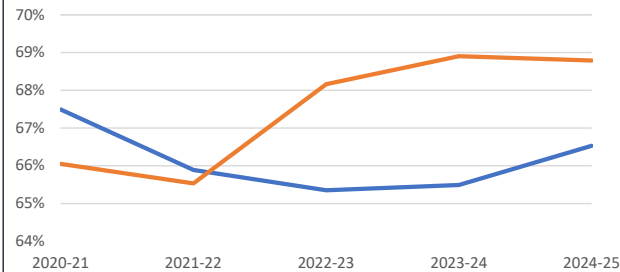
Data Source

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

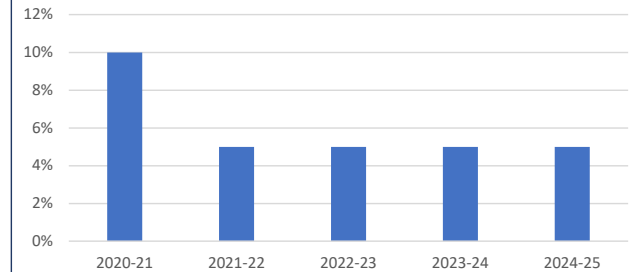
Historical Values



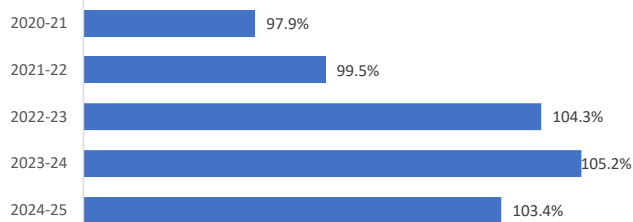
Performance Target to Actual



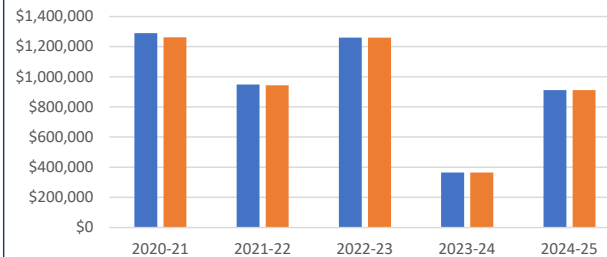
Metric Weighting



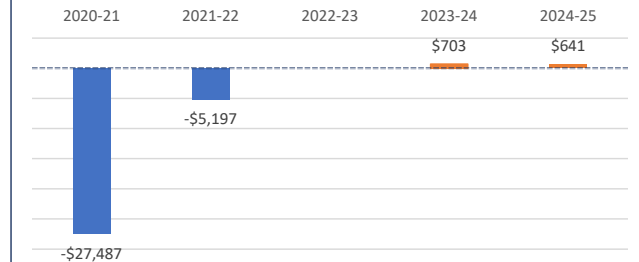
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



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

Data not appearing indicates full allocation achieved

SMA Dashboard - Metric 4

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

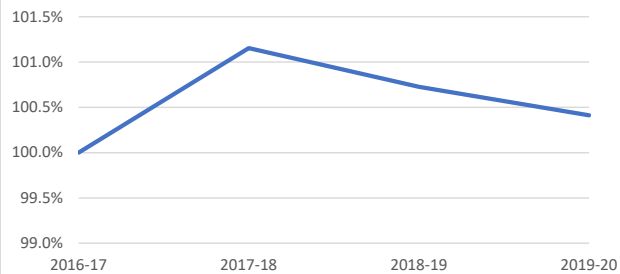
Definition

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

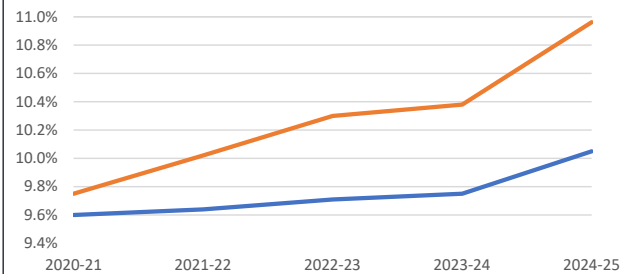
Data Source

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

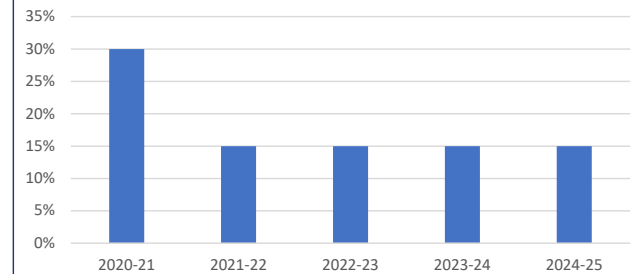
Historical Values



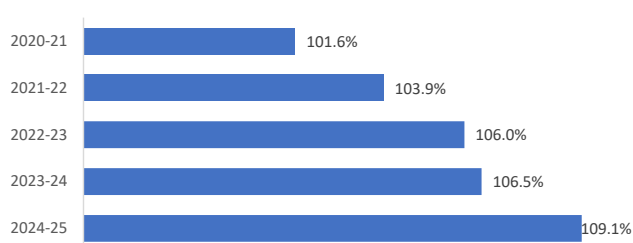
Performance Target to Actual



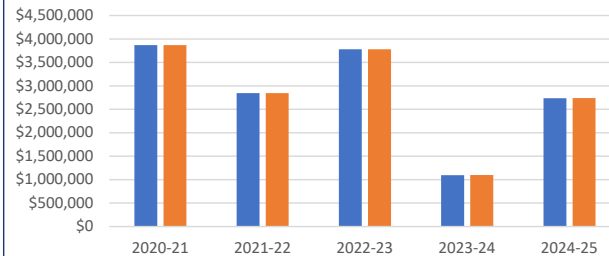
Metric Weighting



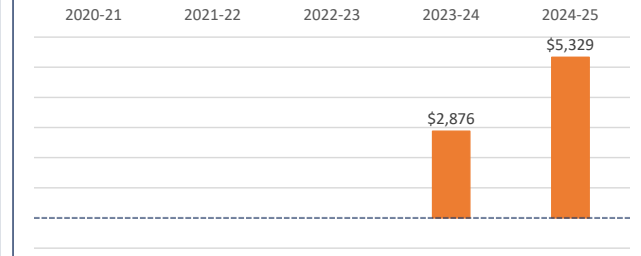
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



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

Data not appearing indicates full allocation achieved

SMA Dashboard - Metric 5

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

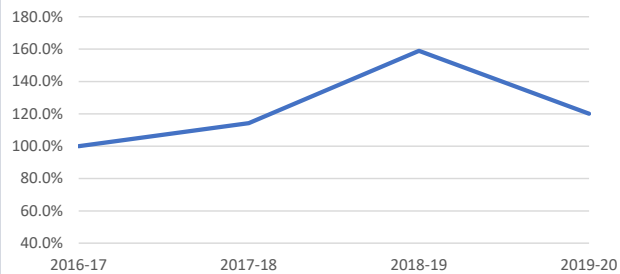
Definition

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

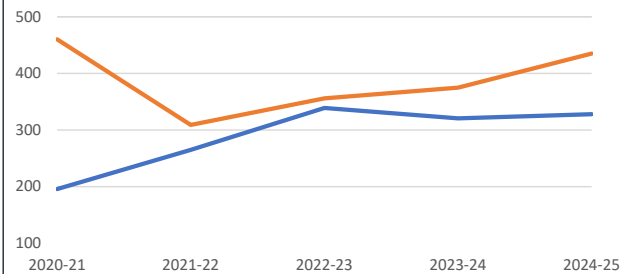
Data Source

Institutional Experiential Learning Database

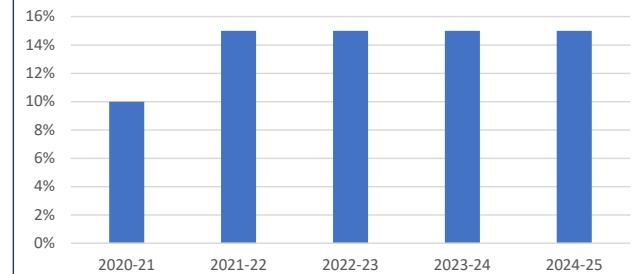
Historical Values



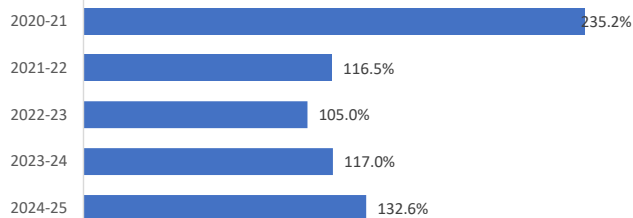
Performance Target to Actual



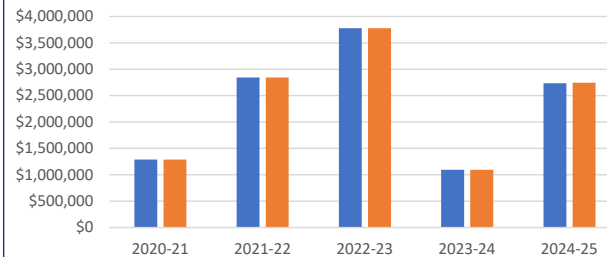
Metric Weighting



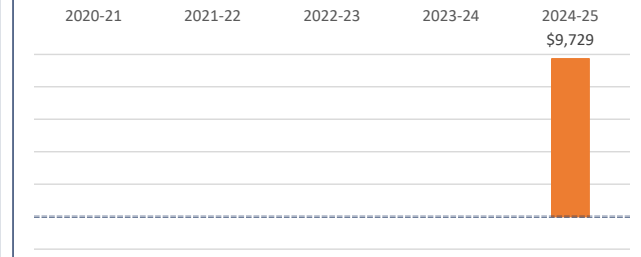
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



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

Data not appearing indicates full allocation achieved

SMA Dashboard - Metric 6

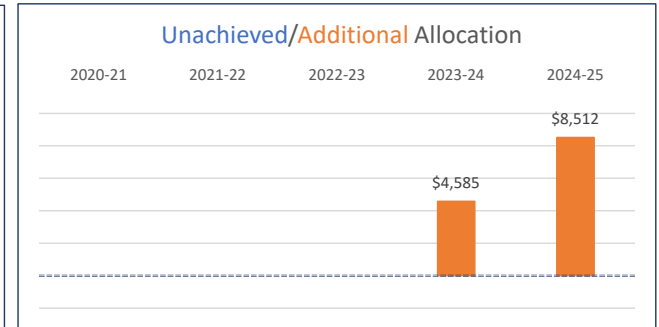
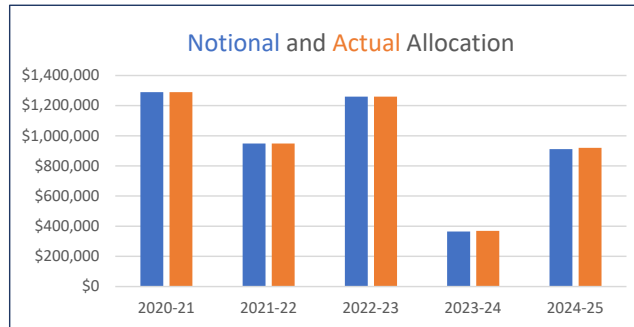
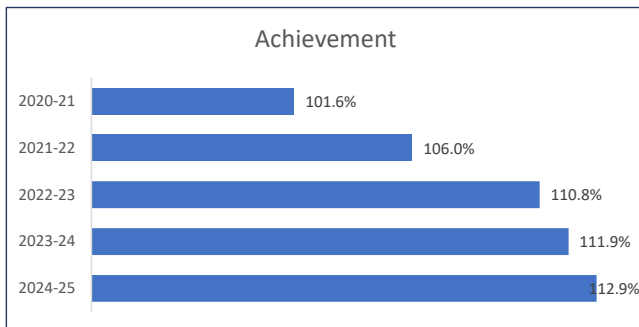
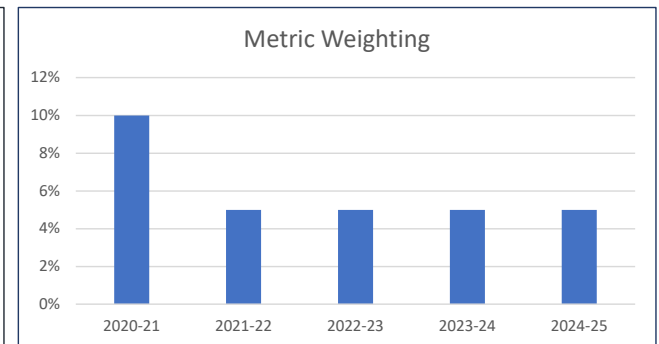
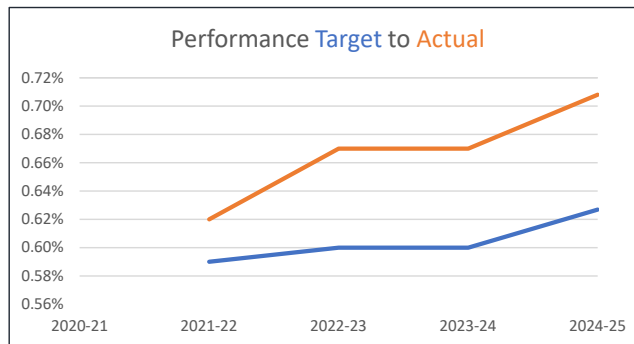
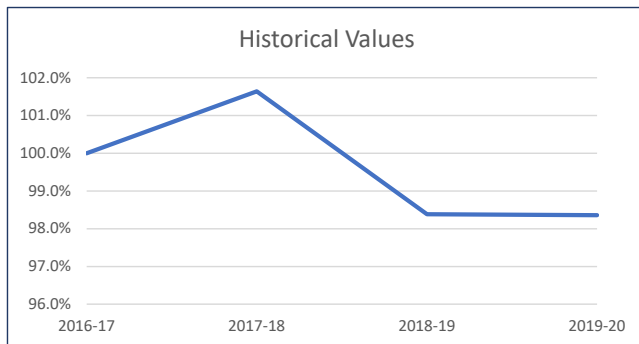
Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources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

Definition

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

Data Source

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



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

Data not appearing indicates full allocation achieved

SMA Dashboard - Metric 7

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

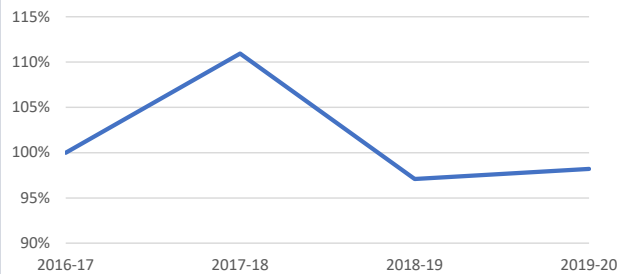
Definition

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

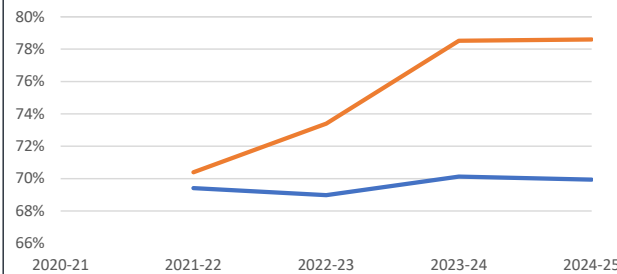
Data Source

Institutional data

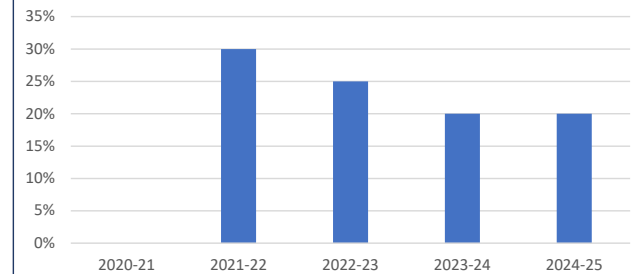
Historical Values



Performance Target to Actual



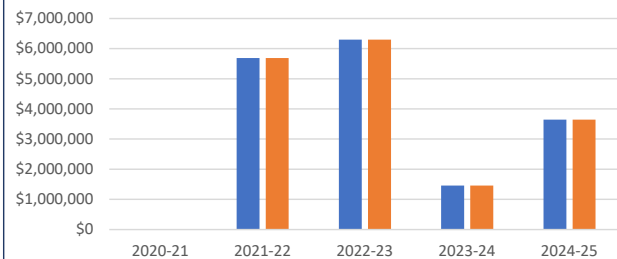
Metric Weighting



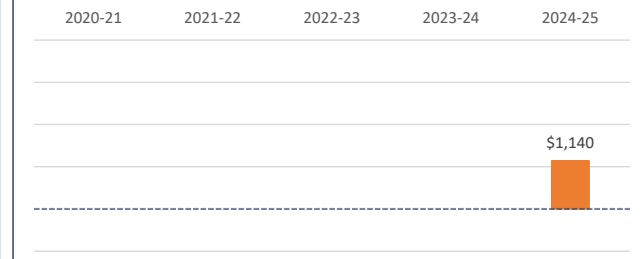
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



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

Data not appearing indicates full allocation achieved

SMA Dashboard - Metric 8

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

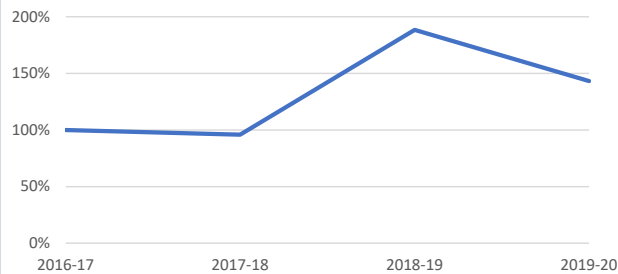
Definition

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

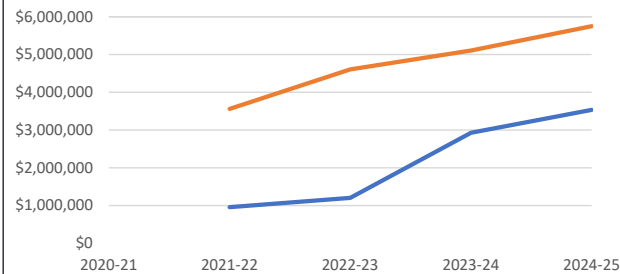
Data Source

Council of Ontario Finance Officers (COFO)

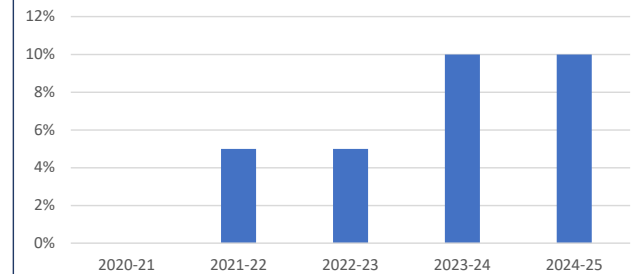
Historical Values



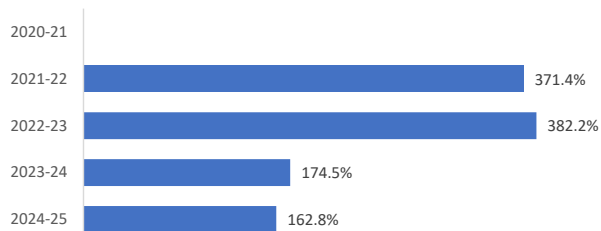
Performance Target to Actual



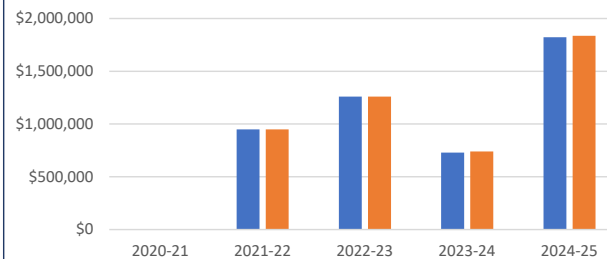
Metric Weighting



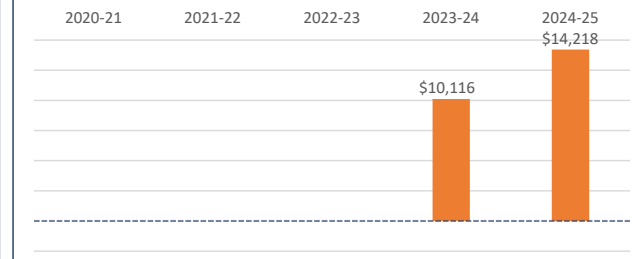
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



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

Data not appearing indicates full allocation achieved

SMA Dashboard - Metric 9

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

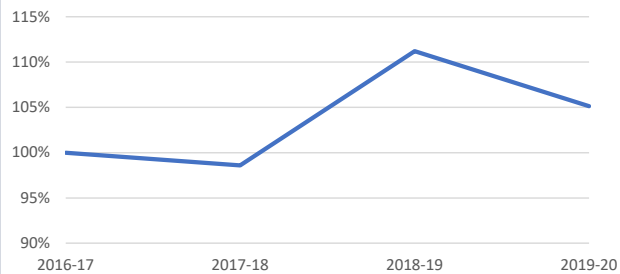
Definition

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

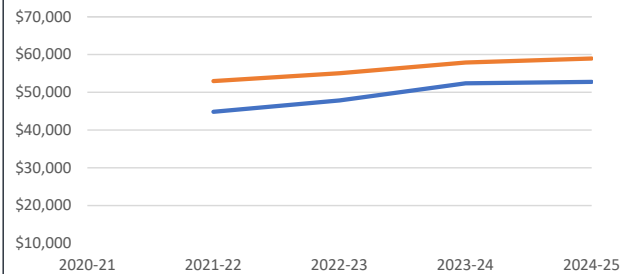
Data Source

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

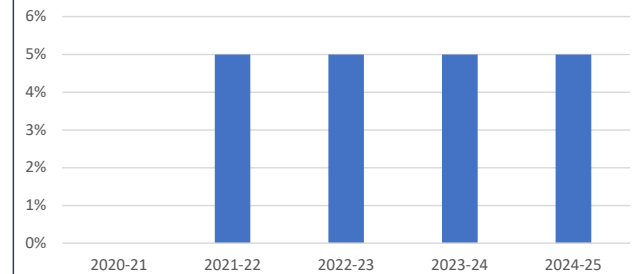
Historical Values



Performance Target to Actual



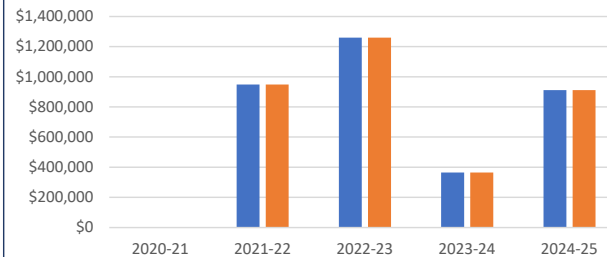
Metric Weighting



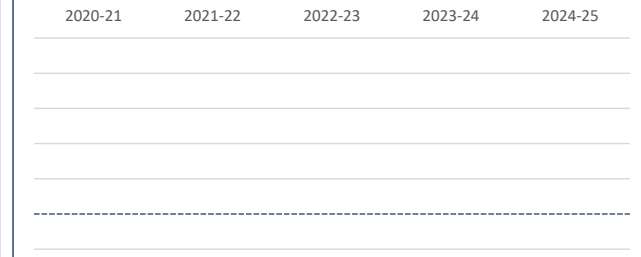
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



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

Data not appearing indicates full allocation achieved

SMA Dashboard - Metric 10

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

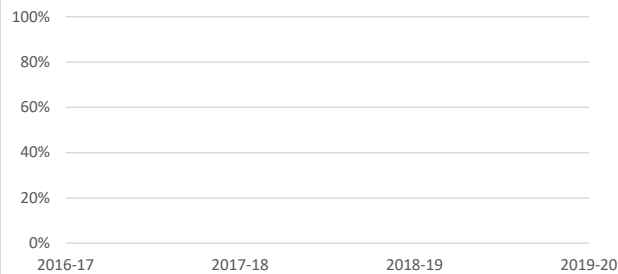
Definition

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

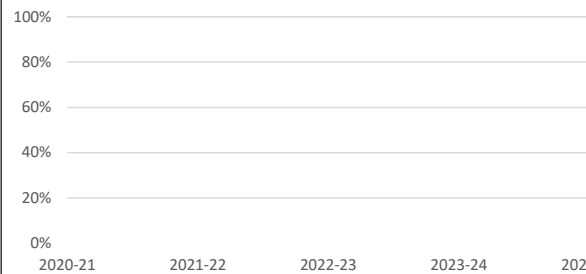
Data Source

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

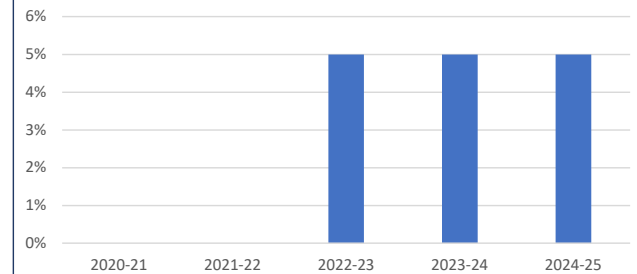
Historical Values



Performance Target to Actual



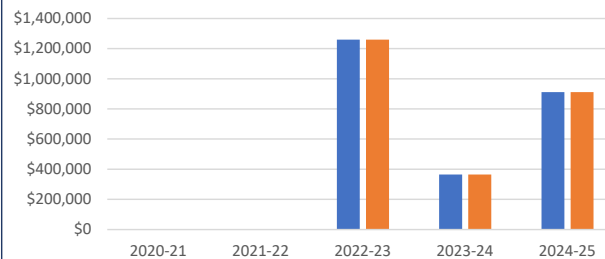
Metric Weighting



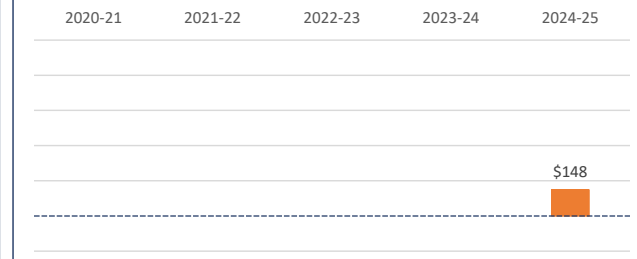
Achievement



Notional and Actual Allocation



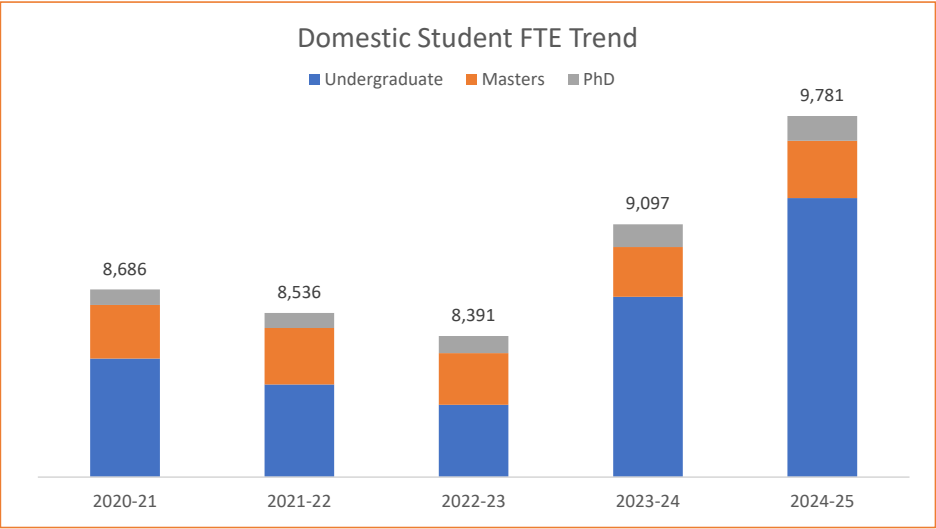
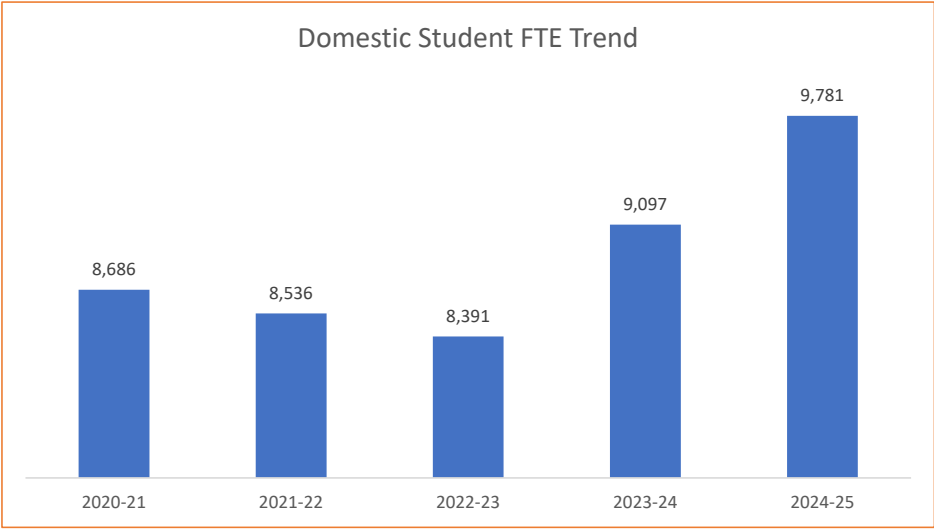
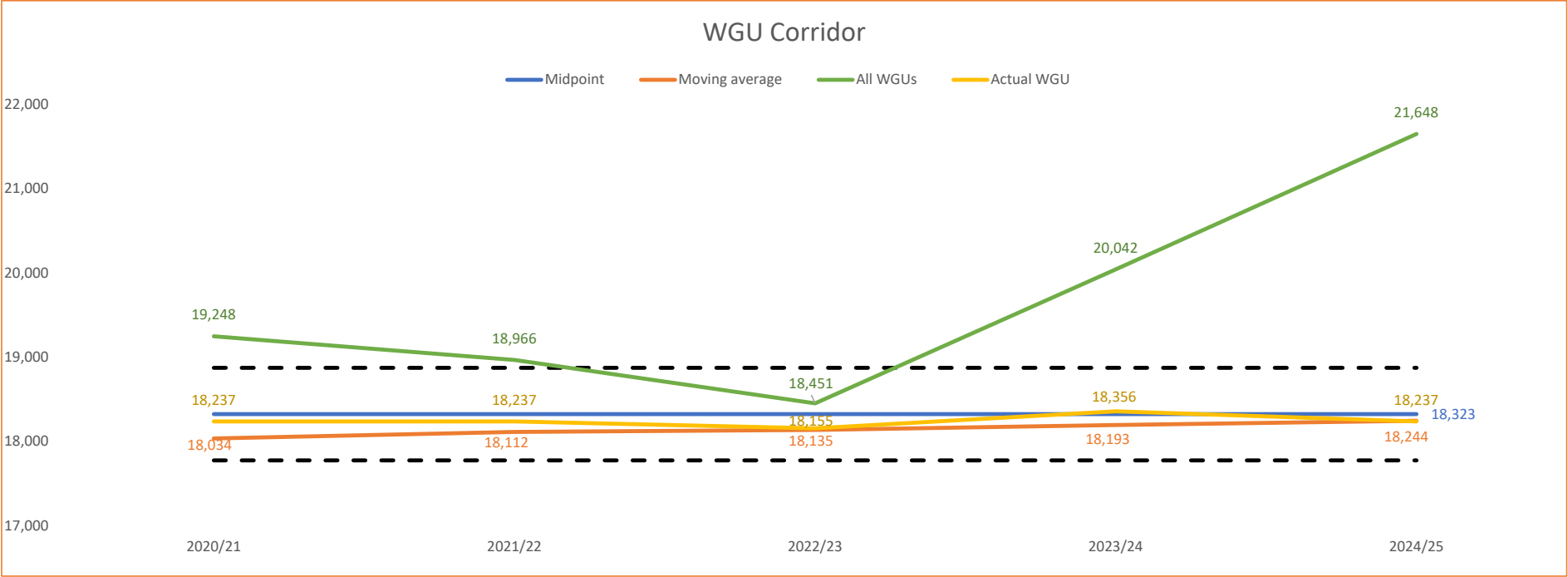
Unachieved/Additional Allocation



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

Data not appearing indicates full allocation achieved

MCURES Enroment Based - Corridor Funding



2025-2030 Strategic Mandate Agreement (SMA4) - Update

SMA4 Process and Timeline Update

Fall 2024:

- ✓ Bi-lateral meeting with MCURES
- ✓ Stage 1 materials provided by MCURES

January 2025:

- ✓ Stage 1:
 - ✓ SMA4 Workbook data collection and metric setting
 - ✓ Draft Agreement & Workbooks submitted to MCURES

February & March 2025

- ✓ Technical clarifications and updates from MCURES following feedback from bi-lateral meetings
- ✓ Stage 2 materials provided by MCURES

April & May 2025

- ✓ Stage 2:
 - ✓ Data validation of SMA4 Workbooks and 2025-26 Metric weighting
 - ✓ Revisions/updates to SMA4 Agreement
- ✓ Updated SMA4 Agreement and Workbook submitted to MCURES

June 2025

- SMA4 Agreement and Workbook to be signed by both MCURES and Ontario Tech
- Posting of SMA4 Agreement on MCURES and Institutional websites

SMA4 Enrolment Corridor Funding Adjustments

Corridor Ceiling:

- The ceiling will remain at 3% above the corridor midpoint and will be held constant throughout the SMA4 cycle.

Corridor Floor:

- The corridor floor for SMA4 Year 1 (2025-26) will be lowered by institution's historical 5-year average STEM enrolment (2019-20 to 2023-24), lagged by one year
- In SMA4 Year 2 (2026-27), the corridor floor will be lowered by an updated rolling average of STEM enrolment (2020-21 to 2024-25) provided the institution submits a domestic enrolment target and meets this target.
- The corridor floor will revert to the SMA3 level in SMA4 Year 3 (2027-28) to Year 5 (2029-30).

Ontario Tech	SMA3	SMA4				
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Corridor Ceiling	18,872.88	19,054.77	19,054.77	19,054.77	19,054.77	19,054.77
Corridor Midpoint	18,323.18	18,499.78	18,499.78	18,499.78	18,499.78	18,499.78
Corridor Floor	17,773.48	6,271.09	TBD	17,773.48	17,773.48	17,773.48

MCURES will review the corridor and performance-based funding model prior to SMA4 Year 3 (2027-28) which may result in changes to the corridor midpoint level in 2027-28. If no changes are communicated as part of that review, the corridor midpoint, ceiling and floor will be extended through to 2029-30 as outlined above.

SMA4 Performance Metrics

MCURES Priority Area	Metric	Definition	Changes from SMA3	2025-26 Metric Weighting
Skills and Job Outcomes	Graduate Employment Rate in a Related Field	% of graduates employed full-time in jobs related to skills acquired in their program of study, two years after graduation.	Domestic graduates only	5%
	Graduation Rate	% of new, full-time UG students who graduated from the institution within 7 years.	Use of OEN number in Yr 2	5%
	Graduate Employment Earnings	Median employment earnings of graduates using tax file data provided by Statistics Canada, two years after graduation.	Domestic graduates only	10%
	Experiential Learning	% of students who had experiential/ work-integrated learning opportunities as part of their program of study.	Domestic students only	20%
Economic and Community Impact	Community/Local Impact of Enrolment	Share of enrolment in population of the city (cities)/ town(s) in which the institution is located.	Domestic students only	10%
	Institutional Strength/Focus	Share of enrolment in an institutions self-identified program area(s) of strength in the total institutional enrolment.	Domestic students only	15%
	Investment and Innovation: Research Revenue Attracted from Private Sources	Total research revenue attracted from private sector and not-for-profit sources	Previous name: Research Revenue Attracted from Private Sources	20%
	Institution-Specific: Number of Experiential Learning Placements in Durham/ Northumberland Region	The number of student experiential learning related placements placed in Durham/ Northumberland Region	Previous name: Economic Impact (Institutional-specific)	15%



SMA4 – Changes to MCURES Funding Model

Shifting from Enrolment Based to Performance Based Funding:

- The ministry will keep performance-based funding at 25% of total operating funding for the first two years of SMA4.
- The ministry plans to increase performance-based funding by 5% each year starting in Year 3, reaching 40% in Year 5, pending a broader funding review ahead of Year 3.
- The total amount of performance-based funding at risk is 5% of the total performance-based grant due to the Stop-Loss Mechanism, which caps metric losses at 5%.

	2025-26	2026-27	2027-28	2028-29	2029-30
% of Performance-Based Funded	25%	25%	30%	35%	40%
Ontario Tech Funding Amount	\$18.29M	\$18.29M	\$21.94M	\$25.60M	\$29.56M
Performance-Based Funding at Risk	\$914,282	\$914,282	\$1,097,138	\$1,279,994	\$1,462,851

SMA4 Accountability Reporting:

- For the duration of SMA4, 5% of an institution's total operating grant will be linked to accountabilities.
- If any one element of the accountability requirements is not met, 5% of total operating funding will be deducted.
- The deduction will operate on a slip-year such that if accountabilities are not met in 2025-26, for example, the funding reduction will take place in 2026-27.

	2025-26	2026-27	2027-28	2028-29	2029-30
Accountability Funding at Risk	\$3.66M	\$3.66M	\$3.66M	\$3.66M	\$3.66M

TO: Academic Council

DATE: June 24, 2025

PRESENTED BY: Brad MacIsaac, Vice-President, Administration

SUBJECT: MCURES Efficiency and Accountability Fund

KPMG was retained to perform a review financed by the Ministry of Colleges, Universities, Research Excellence and Security (MCURES) [Efficiency and Accountability Fund](#). This fund supports third-party reviews of individual post-secondary institutions to identify opportunities to maximize resources, while continuing to meet the evolving needs of students, faculty, staff, and local communities. Twelve universities completed the reviews. The review covers five mandatory areas (Academic programming; Revenue generating activities; University governance, administration and student services, Physical assets and facilities; and Collaborative procurement).

The KPMG team found Ontario Tech to be running very efficiently. The full report outlined about \$10 million in revenue generation opportunities and \$10 million in tangible cost savings. The tangible cost savings average out to about \$2M a year (or less than one percent of the annual university budget) over the five-year period of the report.

The KPMG report includes a “forecasted deficit” line that indicates that even if the University implements all the recommendations and realizes the projected efficiencies and/or revenue generation, there would still be over a \$30M deficit in five years due to the ongoing tuition freeze and grant caps. This “forecasted deficit” reflects what the University’s budget would realistically look like following the assumed domestic population increase and current business model. To balance the 2025-2026 budget several of the KPMG recommendations have already been implemented.

Ontario Tech agrees with KPMG’s findings and will be implementing all in some fashion. It is important to note that the financial savings were based on assumptions and, therefore, the actual results may vary. We have conducted process mapping exercise with functional leads to understand the root causes of the issues highlighted in the audit. While we are committed to each of the overarching recommendations, the process and exact amount of savings may not be as KPMG has laid out.

Looking at the tangible cost savings, about 85% of the opportunities relate to running the academic programs differently. With frozen grants and tuition, many programs are already showing negative margins. The focus will be on continued growth, examining curriculum cost structures, consolidating class sections, and finding the optimum mix of full-time and part time instructional hires. The KPMG EAF team commended the University community for taking initiatives to implement sustainable instructional offerings such as the use of current courses for multiple programs. There is a need to run a budget model that attributes all revenues and fixed costs to the program level to illustrate program sustainability. With this information, the provost office can then focus on a strategic review. Importantly these savings, in totality, will not close the financial gap. As noted in the 2025 Budget Paper, almost 80 per cent of our annual operating budget supports personnel salaries and benefits. In 2011, our Senior Academic Team set a goal to alter the student-to-faculty ratio from 36:1 to 31:1. Without increases in tuition and grants or adjustments to curricular cost structures, this goal is no longer feasible.



Efficiency and Accountability Report Summary

April 2025

MCU Efficiency & Accountability Review

To further address financial demands, the university has received approval from MCU to move forward with a review financed by the [Efficiency and Accountability Fund](#). This fund supports third-party reviews to identify opportunities to maximize resources, while continuing to meet the evolving needs of students, faculty, staff, and local communities.

The review covered five mandatory areas:

- revenue-generating opportunities
- collaborative procurement opportunities
- physical assets and facilities
- academic programming
- university governance, administrative and student services

We also explored opportunities to collaborate with other institutions, such as our campus partner, Durham College, who participated in a similar review.



Executive Summary

The KPMG review noted that Ontario Tech is running efficiently. They identified additional efficiency opportunities primarily in Academic Programming and in administrative processes through furthering the use of AI and technology. Additionally, they outlined opportunities for further Revenue Generation. The key points are summarized as:

As a maturing University, fixed and growing operating costs of the institution are distributed across a smaller number of students, thus impacting financial viability.

With grant and tuition revenues frozen and costs increasing with inflation, various programs will not be sustainable into the future. Ontario Tech has been innovative in offering similar courses across programs to help program sustainability; however the University should consider options such as leveraging part-time faculty, consolidating sections to decrease costs, removing unnecessary course prerequisites to increase student retention and increasing enrolment via expanding Winter and Spring intakes.

Opportunities to increase and diversify revenues through continuous learning enrolment, applying for special grants, and ancillary revenues.

Ontario Tech can boost enrolment through expanding alternative learning offerings, increasing donation and operating grant revenues through more streamlined and efficient application processes, and generating additional ancillary revenues through better utilization of unique venue spaces such as ACE and Windfields Farm Lands.

Manual processes and system limitations in administrative areas inhibit process efficiencies through data silos and a lack of standardized operating procedures

Onboarding, Offboarding, and service requests in Information Technology and Facilities would benefit from streamlined processes/workflows with clear roles and responsibilities. Further collaboration opportunities exist to enhance the shared services model by implementing Service Management functionality and an improved prioritization system for facilities maintenance requests.



Academic Programming Summary

Ontario Tech will need to increase enrolment while optimizing its academic portfolio to ensure long-term financial viability. In addition, efforts to optimize course sizes and section sizes will ensure teaching resources are allocated effectively.

- Approximately 16% of undergrad lecture courses have fewer than 20 students enrolled. Some courses are offered in multiple sections, suggesting there is an opportunity to consolidate sections.
- Almost 80% of sections are covered by full-time faculty members. An opportunity exists for Ontario Tech to alter its staffing ratios to be responsive to market needs and adopting a more variable cost structure.
- Ontario Tech has actively restructured programs to improve financial stability, however due to the reduction and freeze on domestic tuition and the cap on international study permits, an increased number of programs are not profitable. While not all programs will necessarily be profitable as there are reasons beyond purely financial, it was noted that Ontario Tech should implement an annual review process to determine through normal governance process either: cancellation, conversion of a program (i.e major/minor) or continuing the program for strategic purposes



Revenue Generation Summary

Ontario Tech has shown innovative revenue generation methods including summer camps, conferences services, Regent Theatre, Campus Ice Centre, and the Campus Fieldhouse. Further opportunities exist through expanding continuous learning offerings, capitalizing on unique spaces by increasing public access, streamlining the advancement process and industry partnerships to increase donations and grant submissions. Efficiencies realized will enable the institution to grow without a linear increase in the cost base.

- Ontario Tech should review current continuous learning offerings to identify courses with minimal revenues generated and courses which are like those offered by other competitors in the market and whether they should be continued in the foreseeable future. The University should strive for a profit margin of 40% or above.
- Expand continuous learning offerings by partnering with industry to offer courses tailored to market need. Additionally, partnerships with the International Office to offer services in other countries will allow Ontario Tech to increase revenues on educational services.
- Additional learning offerings and associated revenues exist through greater use of licensing, selling of simulations or ready-made micro-credentials.



Administrative Summary

Ontario Tech has continuously worked towards enhancing processes, and staff are highly engaged and keen on implementing improvements. Opportunities to minimize reliance on manual processes and increase system integration will provide time savings and process efficiencies. The review identified time-saving opportunities to reduce manual effort in various administrative areas where bottlenecks exist including Payroll, Onboarding and Offboarding, IT support, Course Scheduling and Student Registration.

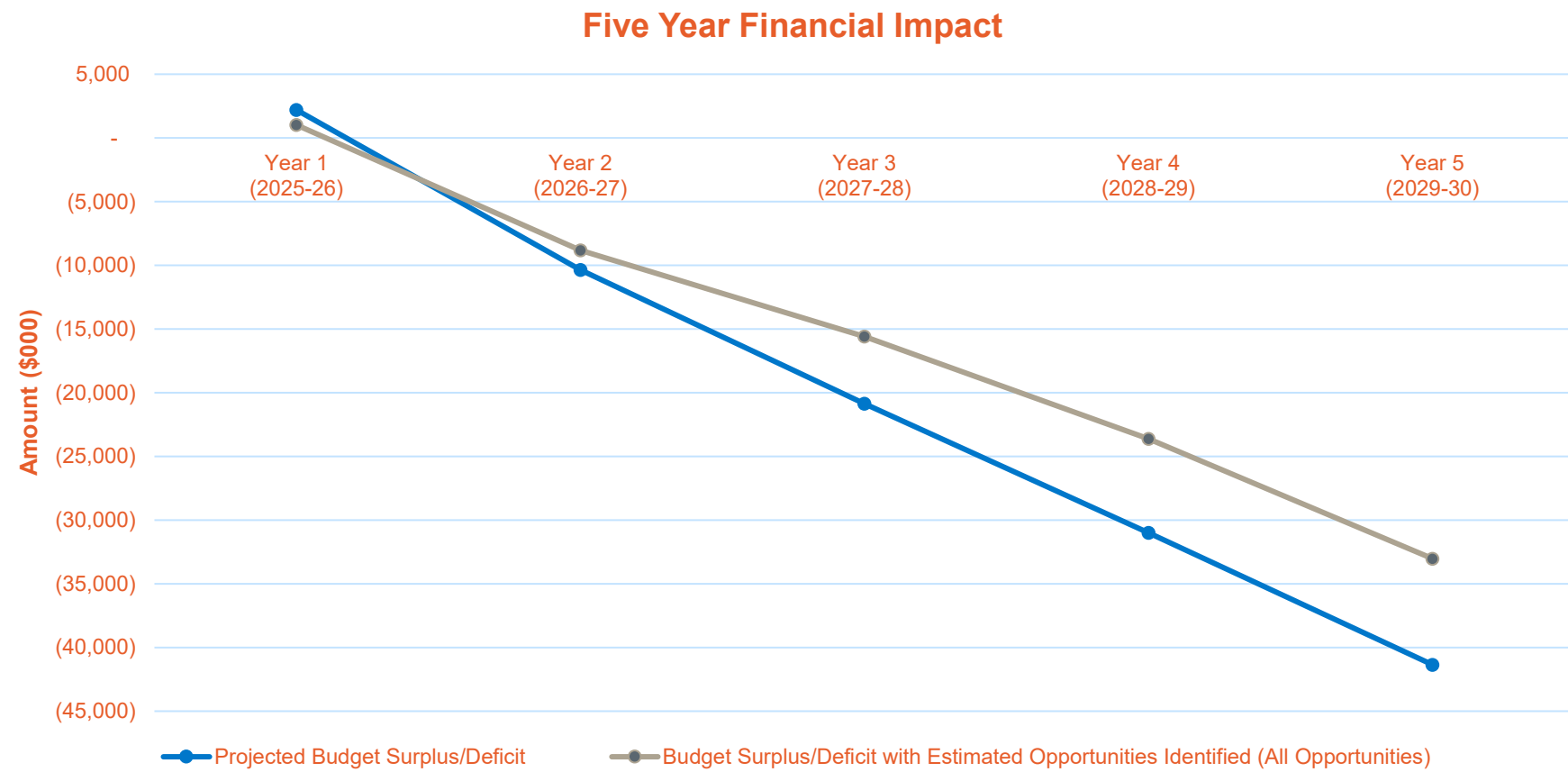
- Employee hiring and departures is decentralized resulting in inconsistencies across departments. HR has limited visibility and oversight over the process, impacting reliability of information within Banner which impacts the Payroll department and Faculties.
- Administrative burdens can be reduced by establishing streamlined standard processes across the University to reduce duplication and confusion. Once established, use of artificial intelligence (AI) and process automation will provide additional efficiencies across the institution.
- Opportunities exists to improve quality of services provided as part of the services shared with Durham College (e.g. IT, Facilities etc.) to enhance efficiency and reduce costs. Further integration should consider risks including the impact to each institution's reputation, and existing standard business processes.

Financials - Summary

Scope Area		Expected financial impact (\$000), up to a value of:*				
		Year 1 - 2025-26	Year 2 - 2026-27	Year 3 - 2027-28	Year 4 - 2028-29	Year 5 - 2029-30
Budget Surplus (Deficit) forecasted by Ontario Tech before remediation activities		2,200	(10,359)	(20,871)	(31,004)	(41,353)
Opportunities Identified						
Governance, Admin and Student Services	Cost Savings	229	656	743	753	767
	Investment	(134)	(206)	(31)	(29)	(30)
Academic Programming	Cost Savings	258	1,797	2,765	3,840	4,193
	Investment	-	-	-	-	-
Facilities	Cost Savings	-	320	920	920	920
	Investment	(451)	(875)	(137)	(137)	(137)
Procurement	Cost Savings	43	160	163	168	172
	Investment	-	-	-	-	-
Revenue Generation	Cost Savings	88	281	1,239	1,797	2,326
	Investment	(450)	(43)	(89)	(92)	(94)
Revised Budget Surplus (Deficit) Net of All Savings		1,783	(8,269)	(15,298)	(23,784)	(33,236)

*Please note financial values are undiscounted (i.e., not at Net Present Value).

Five-Year Financial Impact



Questions, Comments, Discussion





Presentation to Academic Council

Advancement & Alumni Update

June 24, 2025

Tech with a Conscience

- Campaign Goals:
 - I. \$250 million fundraising target
 - II. 30,000 alumni engagements
 - III. Cultivate new donor and perspective partnerships for long-term benefits
- Soft launches were held April 23, 2024 (Campus Community); September 21, 2024 (Chancellor's Challenge); October 8, 2024 (Chancellor's Dinner)
- Media Launch - November 13, 2024



Campaign Financial Results

Cumulative Campaign Raised (All Years)

\$76,914,429

Raised last Fiscal -	\$13,300,000
Raised YTD -	\$ 3,178,334

Ontario Tech proudly celebrated an important milestone: a record-breaking fiscal year for new investment in the advancement of ethical technology, student success and groundbreaking research and a 45 per cent year-over-year increase.



Recent Gifts & Grants

- Anonymous contribution: \$4.8-million anonymous contribution supporting campus expansion.
- Palette Skills: \$1,997,216 – Nuclear Career Accelerator upskilling program (Continuous Learning).
- Mary Nurse of Nurse Chevrolet - \$1,100,000 – Cybersecurity Institute and Shawenjigewining Hall 5th Floor (FBIT, FHS).
- Sienna Senior Living - \$1 Million to establish the Sienna Senior Living Fund dedicated to supporting the advancement of research and innovation in aging, led by Dr. Winnie Sun and Dr. Shilpa Dogra (FHS).





Recent Gifts & Grants (con't)

- Jason and Riley Rinaldi: Generous gift establishes Chair in AI and Rehabilitation within the Institute for Disability and Rehabilitation Research (FHS).
- Alstom Canada: \$106,000 to Women for STEM, Student Enrichment Program and Rail Specialization (FEAS).
- Souch Family Scholarship \$50,000 OGS, (FSc).



Alumni Engagement Strategy 2025-2028 Update

Strategic Progress

- Alumni Engagement Strategy 2025–2028 finalized and launched
- Website and communications plan fully implemented

Key Results

- Alumni engagement rose from **2.6% in Q1 to 7.8% in Q4**
- **8,497 alumni engagements** = **170%** of 2024–25 goal (5,000)
- **73% increase** in alumni donors compared to FY24

Student-Alumni Collaboration

- Partnered with **15+ student clubs and societies**
- **Collaborated with Faculties** on ten events that engaged alumni
- **124% increase in alumni volunteers** in Q4



Faculty & Staff Giving: Philanthropy at Work

Thank you to our faculty and staff for your generosity and commitment to our students and our mission.

Campus Campaign Milestones

- **\$373,299** in pledges committed over the next five years
- **80** faculty and staff members have made a gift and/or pledge to the campaign
- **230** employees have been personally invited to participate

Engagement Across Campus

- **6 Faculties** have received a Tech with a Conscience campaign overview
- **17 Departments and Units** have participated in campaign update sessions

Thank you for demonstrating that philanthropy truly is at work across our campus. Your support is making a difference!



Chancellor's Challenge / Homecoming September 20, 2025

Goals:

- \$200K fundraising and sponsorship
- 750 registrants
- Boost student, alumni, faculty & staff engagement

New This Year:

- Awards for top fundraisers, most engaged teams, and creative team spirit (names, t-shirts, apparel)

Get Involved:

- Form a faculty team and name a captain
- Promote at faculty meetings
- Encourage participation and fundraising
- Spark friendly competition with other units
- Bring your family

Need Help?

- Contact Jodi Cowan in Advancement to set up your team page and get support





Questions about Advancement contact:

James Barnett

Vice-President, Advancement

905.261.1676

James.Barnett@ontariotechu.ca

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

Recommendation	<input type="checkbox"/>
Decision	<input checked="" type="checkbox"/>
Discussion/Direction	<input type="checkbox"/>
Information	<input type="checkbox"/>

DATE: 24 June 2025

FROM: Undergraduate Studies Committee

SUBJECT: Major Program Modification – Bachelor of Commerce – Specialization in Artificial Intelligence (AI) for Business

COMMITTEE MANDATE:

In accordance with the Undergraduate Studies Committee (USC) Terms of Reference, USC has the responsibility “to examine proposals for new undergraduate degree programs and major changes to existing programs and to recommend their approval, as appropriate, to the Academic Council”.

MOTION FOR CONSIDERATION:

That pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the Major Program Modification to offer a Specialization in Artificial Intelligence (AI) for Business for all majors within the Bachelor of Commerce program.

BACKGROUND/CONTEXT & RATIONALE:

The Faculty has proposed the addition of a new specialization (Artificial Intelligence (AI) for Business) available to all majors within the Bachelor of Commerce degree. The Faculty is responding to a major shift in how AI technologies and tools are evolving and becoming an important part of businesses and the wider economy. Our goal is to equip our Bachelor of Commerce students with the knowledge and tools to understand AI, develop skills in using current and emerging technologies, and become informed decision makers. Students who take this specialization will get fundamental knowledge of AI, how it's used in various business functions and operations, and also choose from electives that will allow them to deepen their knowledge in specific technologies or the ethical, legal, and societal implications of AI. The specialization will hopefully help our students become more competitive on the job market and successful in their future roles. It may also create interest in graduate programs in AI for students who are looking to gain further expertise in this field.

Students will be required to complete nine credit hours in AI-focused courses. The proposed specialization fits nicely within the current Bachelor of Commerce program structure with

minimal impact on current program components. Students will choose the required 9 credit hours for this specialization as part of the existing number of BUSI or Open electives on their existing program maps.

RESOURCES REQUIRED:

The Faculty has experienced some growth in programs that have AI components: MBAI, MITS, Tech Management majors. Continued growth in these programs and anticipated interest in this new specialization may warrant additional hires within this area of expertise.

Software and technology licenses may be needed for some of the proposed courses as they may have hands-on activities using AI tools and technologies common in industry.

TRANSITION AND COMMUNICATION PLAN:

The first course in this specialization is anticipated to be offered to students in fall 2026. However, since only a limited number of courses in the specialization will be available in the 2026-2027 academic year, students in their last year of their studies will not be able to choose this specialization. The specialization is therefore available to those students in their 1st, 2nd or 3rd year of studies in the 2026-2027 academic year.

The new specializations will be promoted at the OUF and all recruitment events and will be included in the viewbook, OUAC and the corporate website. Current students will be notified of the new specialization by email and through academic advising.

CONSULTATION AND APPROVAL:

- ✓ Undergraduate Education Committee: 29 April 2025
- ✓ Faculty Council: 6 May 2025
- ✓ Undergraduate Studies Committee (Recommendation): 20 May 2025
- Academic Council (Approval): 24 June 2025

Informal consultation with current students indicated a keen desire to gain skills and expertise with AI.

NEXT STEPS:

Pending the approval of Academic Council, this change will be included in the 2026-2027 Academic Calendar.

SUPPORTING REFERENCE MATERIALS:

- [Major Program Modification Proposal](#)
New Courses: [BUSI2800U](#), [BUSI 3820U](#), [BUSI 4800U](#), [BUSI 4801U](#)

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

Recommendation	<input checked="" type="checkbox"/>
Decision	<input type="checkbox"/>
Discussion/Direction	<input type="checkbox"/>
Information	<input type="checkbox"/>

DATE: 24 June 2025

FROM: Undergraduate Studies Committee

SUBJECT: Major Program Modification – Bachelor of Commerce – Specialization in Cybersecurity for Business

COMMITTEE MANDATE:

In accordance with the Undergraduate Studies Committee (USC) Terms of Reference, USC has the responsibility “to examine proposals for new undergraduate degree programs and major changes to existing programs and to recommend their approval, as appropriate, to the Academic Council”.

MOTION FOR CONSIDERATION:

That pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the Major Program Modification to offer a Specialization in Cybersecurity for Business for all majors within the Bachelor of Commerce program.

BACKGROUND/CONTEXT & RATIONALE:

The Faculty has proposed the addition a new specialization (Cybersecurity for Business) available to all majors within the Bachelor of Commerce degree.

The importance and emergence of the field of cybersecurity in today’s world cannot be overstated, and its impact is no longer limited to technical (e.g. IT) domains. Entire infrastructures, government operations, social connections, health services, and almost every business sector rely on facilities that are potentially vulnerable to cyberattacks. Governments and businesses are increasingly looking for employees who, in addition to their functional area expertise, also have an understanding of cybersecurity and its impacts on various aspects of our organizations and society. With Ontario Tech’s mandate for market-driven programs and the well-established reputation of its IT security programs, this is a natural and relevant addition to our existing BCom program to equip future business professionals and leaders with introductory knowledge and skills in this important domain.

The proposed specialization fits into FBIT's areas of focus in Digital Economy, Data Analytics and Artificial Intelligence, and Digital Technologies. This new specialization in our BCom program will complement and build upon FBIT's portfolio of programs in information security, which includes our highly reputed Bachelor of IT in Networking and IT Security (NITS), as well as our successful Master of IT Security program. It is also a step towards further integration between the various areas of expertise within FBIT and gives our students access to faculty members in IT and Commerce within the same specialization.

The specialization will hopefully help our Commerce students become more competitive on the job market, and open new career paths for them. It may also create interest in graduate programs in cybersecurity for students who are looking to deepen their knowledge in this field.

Students will be required to complete nine credit hours in Cybersecurity-focused courses. The proposed specialization fits nicely within the current Bachelor of Commerce program structure with minimal impact on current program components. Students will choose the required 9 credit hours for this specialization as part of the existing number of BUSI or Open electives on their existing program maps.

RESOURCES REQUIRED:

The Faculty has experienced growth in security and cybersecurity related programs (e.g. MITS) and has also recently started a PhD program in Cybersecurity. Continued growth in these programs and anticipated interest in this new specialization may warrant additional hires within this area of expertise.

Software and technology licenses may be needed for some of the proposed courses as they may have hands-on activities using security and cybersecurity tools and technologies common in industry.

TRANSITION AND COMMUNICATION PLAN:

The first course in this specialization is anticipated to be offered to students in fall 2026. However, since only a limited number of courses in the specialization will be available in the 2026-2027 academic year, students in their last year of their studies will not be able to choose this specialization. The specialization is therefore available to those students in their 1st, 2nd or 3rd year of studies in the 2026-2027 academic year.

The new specialization will be promoted at the OUF and all recruitment events and will be included in the viewbook, OUAC and the corporate website. Current students will be notified of the new specialization by email and through academic advising.

CONSULTATION AND APPROVAL:

- ✓ Undergraduate Education Committee: 5 May 2025
- ✓ Faculty Council: 6 May 2025
- ✓ Undergraduate Studies Committee (Recommendation): 20 May 2025
- Academic Council (Approval): 24 June 2025

Informal consultation with current students indicated a keen desire to gain skills and expertise with Cybersecurity.

NEXT STEPS:

Pending the approval of Academic Council, this change will be included in the 2026-2027 Academic Calendar.

SUPPORTING REFERENCE MATERIALS:

- [Major Program Modification Proposal](#)
New Courses: [BUSI 2900U](#), [BUSI 4901U](#), [BUSI 4920U](#)
Course Change: [INFR 4680U](#)

ACADEMIC COUNCIL REPORT

SESSION:

Public ☒

ACTION REQUESTED:

Decision ☒
Discussion/Direction ☐
Information ☐

TO: Academic Council

DATE: June 24, 2025

FROM: Governance & Nominations Committee (GNC)

PRESENTED BY: Lori Livingston, Provost and Vice-President Academic

SUBJECT: 2025-2026 Academic Council – Expressions of Interest and Appointments

COMMITTEE MANDATE:

- Section 1(b) of the [Governance & Nominations Committee \(GNC\) Terms of Reference](#) lists one of the responsibilities of the Committee as overseeing the process of recruitment, selection, and election of new members of Academic Council and its committees and recommending appointments for approval by Academic Council in accordance with the University's Act and By-laws.

KEY CONSIDERATIONS:

- We are reporting on the expression of interest results for the 2025 Academic Council Election process.
- We are seeking Academic Council's approval for a series of approvals/appointments relating to Academic Council and its committees, which concludes the 2025 Election process.
- All committees for 2025-2026 will have the requisite number of members as prescribed by their respective Terms of Reference to meet quorum requirements.

BACKGROUND/CONTEXT: 2025-2026 EXPRESSION OF INTEREST:

- At the January 2025 meeting, GNC approved the 2025 Election Timeline/Process which included initiating the call for expressions of interest for Academic Council committee appointments for the 2025-2026 academic year.
- An expression of interest call was issued to 2025-2026 Academic Council members, including those members whose terms will start on September 1, 2025, and ran from April 28 – May 12.

BACKGROUND/CONTEXT: APPOINTMENT TERM ALIGNMENT:

- Appointment terms have been standardized over the past few years to begin September 1, resulting in Academic Council and committee appointments ending on August 31.
- A few Academic Council members have Academic Council terms ending June 30, 2025 though their respective committee appointments end August 31, 2025.
- Enabling applicable Academic Council members' three-year terms to end August 31, 2025, will ensure alignment with their respective committee appointments.
- Enabling Academic Appeals Committee (AAC) members' three-year terms to end August 31, 2025, will avoid quorum issues if there was a need to convene the AAC or Appeal Panel during this time and ahead of new members starting their terms as of September 1, 2025.
- A brief aligned extension for the current AAC Chair/Vice Chair positions will also ensure continuity during this transition period with the current Chair being re-appointed in April for a further three-year term starting September 1.
- Having the applicable members' three-year terms end August 31, ensures alignment with appointments, and provides continued representation and operational continuity during the summer months.
- Applicable members have confirmed agreement to their three-year term ending August 31, 2025.

ACADEMIC COUNCIL COMMITTEES AND OTHER POSITION APPOINTMENTS:

- 2025-2026 Academic Council members were sent the call for expressions of interest in the following positions:
 - Board of Governors Liaison
 - Council of Ontario Universities (COU) Alternate Academic Colleague
 - Governance & Nominations Committee (GNC)
 - Graduate Studies Committee (GSC)
 - Steering Committee (SC)
 - Research Committee (RC)
- As noted to GNC in April, Teaching Staff nominations for the Academic Appeals Committee are being brought forward to address a shortage of Teaching Staff members. This was necessary to meet the Committee's unique minimum Teaching Staff membership requirement.

REMAINING VACANCIES:

- Should Academic Council approve all candidates as recommended, the following vacancies remain:
 - Research Committee – Two (2) Elected AC Member (see separate memo)
- This vacancy will not affect quorum or function of the Committee

MOTIONS FOR CONSIDERATION:

1. *Pursuant to the recommendation of the Governance & Nominations Committee (GNC), Academic Council hereby approves the following new appointments and confirms approval of the following continuing appointments to positions and Academic Council Committees:*

Academic Council Academic Appeals Committee:

- Langis Roy – Teaching Staff Appointment for the term from September 1, 2025 to August 31, 2028
- Steven Hayle – Teaching Staff Appointment for the term from September 1, 2025 to August 31, 2028
- Nisha Agarwal – Teaching Staff Appointment for the term from September 1, 2025 to August 31, 2028

- Josh Lowe – Continuing Teaching Staff Appointment for the term from July 1 2023 to June 30, 2026

Board of Governor Liaison:

- Jemma Tam for the term from September 1, 2025 to August 31, 2026; non-renewable

Council of Ontario Universities (COU) Alternate Academic Colleague:

- Mikael Eklund for the term from July 1, 2025 to June 30, 2026

Governance & Nominations Committee (GNC)

- Mehdi Hossein-Nejad Academic Council Teaching Staff (Faculty of Business and IT) from September 1, 2025 to August 31, 2028
- Rupinder Brar - Academic Council Teaching Staff (Faculty of Science) from September 1, 2025 to August 31, 2028
- Toba Bryant - Academic Council Teaching Staff (Faculty of Health Sciences) from September 1, 2025 to August 31, 2028
- Scott Nokleby - Academic Council Teaching Staff (Faculty of Engineering and Applied Science) from September 1, 2025 to August 31, 2028
- Shannon Vettor - Academic Council Teaching Staff (Faculty of Social Science and Humanities) from September 1, 2025 to August 31, 2026
- Wendy Barber – Continuing Academic Council Teaching Staff (Frazer Faculty of Education) from July 1, 2023 to June 30, 2026
- Carolyn McGregor - Continuing Dean Appointment from September 1, 2024 to August 31, 2027
- Venuga Kariharan– Academic Council Student Position from September 1, 2025 to August 31, 2026; renewable

Graduate Studies Committee (GSC)

- Sayyed Ali Hosseini - Academic Council Teaching Staff Appointment from September 1, 2025 to August 31, 2028
- Joanne Arcand - Continuing Academic Council Teaching Staff Appointment from July 1, 2023 to June 30, 2026
- Krystina Clarke - Academic Council Graduate Student Appointment from September 1, 2025 to August 31, 2026; non-renewable

Steering Committee

- Brenda Jacobs – Academic Council Teaching Staff Appointment from September 1, 2025 to August 31, 2027.
- Robyn Ruttenberg-Rozen – Academic Council Teaching Staff Appointment from September 1, 2025 to August 31, 2027
- Scott Nokleby – Academic Council Teaching Staff Appointment from September 1, 2025 to August 31, 2028
- Denina Simmons – Continuing Academic Council Teaching Staff Appointment from October 1, 2023 to June 30, 2026
- Jessica Hogue – Academic Council Administrative Staff Appointment from September 1, 2025 to August 31, 2027
- Jemma Tam - Academic Council Student Appointment for the term from September 1, 2025 to August 31, 2026; non-renewable

2. *Pursuant to the recommendation of the Governance & Nominations Committee (GNC), Academic Council hereby approves the following ending of appointment terms as outlined below:*

- *Mehdi Hossein-Nejad - Academic Council Teaching Staff Member, Faculty of Business and IT with a three year term ending August 31, 2025*

- *Scott Nokleby - Academic Council Teaching Staff Member, Faculty of Engineering and Applied Science with a three year term ending August 31, 2025*
- *Toba Bryant - Academic Council Teaching Staff Member, Faculty of Health Sciences with a three year term ending August 31, 2025*
- *Robert Bailey - Academic Council Teaching Staff Member, Faculty of Science with a three year term ending August 31, 2025*
- *Ahmad Barari - Academic Council Faculty-at-Large Member with a three year term ending August 31, 2025*
- *Janice Strap - Academic Appeals Committee Teaching Staff Member with a three year term ending August 31, 2025 and a Vice-Chair term ending August 31, 2025*
- *Wesley Crichlow - Academic Appeals Committee Teaching Staff Member with a three year term ending August 31, 2025*
- *Brent MacRae – Academic Appeals Committee Teaching Staff Member with a three year term ending August 31, 2025 and a Chair term ending September 30, 2025.*

NEXT STEPS:

1. The appointment of the Academic Council Vice Chair will be undertaken in September to align with the term ending for the Vice Chair.
2. The appointment of the Academic Appeals Committee Chair and Vice Chair will also be undertaken in September to align with the new member appointments as of September 1, 2025.

SUPPORTING REFERENCE MATERIALS:

- 2025 AC Vacancies – Chart

ACADEMIC COUNCIL & COMMITTEES VACANCIES AS OF SEPTEMBER 1, 2025

ACADEMIC COUNCIL POSITION	NUMBER OF VACANCIES
Faculty of Business and Information Technology	0
Faculty of Engineering and Applied Science	0
Faculty of Health Sciences	0
Faculty of Science	0
Faculty of Social Science and Humanities	0
Faculty at Large	0
Undergraduate Student	0
Graduate Student	0
Board of Governors Liaison	0
Council of Ontario Universities Academic Colleague Alternate	0
ACADEMIC COUNCIL COMMITTEE POSITION	NUMBER OF VACANCIES
Undergraduate Academic Appeals Committee	0
Governance & Nominations Committee (GNC)	0
Graduate Studies Committee (GSC)	0
Research Committee	2
Steering Committee	0
Undergraduate Studies Committee	0

ACADEMIC COUNCIL REPORT

SESSION:

Public ☒
Non-Public ☐

ACTION REQUESTED:

Decision ☒
Discussion/Direction ☐

TO: Academic Council

DATE: June 24, 2025

FROM: Governance & Nominations Committee(GNC)

PRESENTED BY: Lori Livingston, Provost and Vice-President Academic

SUBJECT: 2025 Research Committee Renewals & Nominations

COMMITTEE MANDATE:

- Section 1(b) of the [Governance & Nominations Committee \(GNC\) Terms of Reference](#) lists one of the responsibilities of the Committee as overseeing the process of recruitment, selection, and election of new members of Academic Council and its committees and recommending appointments for approval by Academic Council in accordance with the University's Act and By-laws.

MOTIONS FOR CONSIDERATION:

1. Pursuant to the recommendation of the Governance & Nominations Committee (GNC), the Chief Electoral Officer and University Secretary, Academic Council hereby approves the renewal of the following faculty members to the Research Committee for the term of September 1, 2025 until August 31, 2028:
 - Nick Wattie, Associate Professor, Faculty of Health Sciences
 - Amy Leach, Professor, Faculty of Social Science and Humanities
2. Pursuant to the recommendation of the Governance & Nominations Committee (GNC), the Chief Electoral Officer and University Secretary, the Academic Council hereby approves the following the appointment of the following faculty members to the Research Committee for the term September 1, 2025 until August 31, 2028:
 - Joelle Rodway, Associate Professor, Frazer Faculty of Education
 - Tarlochan Sidhu, Professor, Faculty of Engineering and Applied Science
 - Andrea Kirkwood, Professor, Faculty of Science

BACKGROUND:

- In accordance with Section 3 of the Research Committee's Terms of Reference, the Vice-President, Research and Innovation consulted with the following Deans: Faculty of Social Science and Humanities, Faculty of Health Sciences,

Faculty of Education, Faculty of Science and the Faculty of Engineering and Applied Science to present their nominations to the Governance and Nominations Committee.

NEXT STEPS:

- N/A

SUPPORTING REFERENCE MATERIALS:

- N/A

ACADEMIC COUNCIL

Minutes of the Public Session of the May 27, 2025, Meeting
via [Videoconference](#)
2:34 p.m. - 4:18 p.m.

PUBLIC SESSION

[Academic Council Committee Agendas, Materials and Minutes 2024-2025](#)

Present:

Steven Murphy (Chair)
Asifa Aamir
Scott Aquanno
Wendy Barber
Mihai Beligan
Mary Bluechardt
Toba Bryant
Krystina Clarke
Amanda Cooper
Nicola Crow
Catherine Davidson

Ana Duff
Mikael Eklund
Shanti Fernando
Mitch Frazer
Mehdi Hossein Nejad
Hossam Kishawy
Lori Livingston
Janet McCabe
Fedor Naumkin
Scott Nokleby
Carol Rodgers

Robyn
Ruttenberg Rozen
Peter Stoett
Joe Stokes
Jemma Tam
Dwight Thompson
Shannon Vettor
Tega Ubor
Ken Wilson

Staff & Guests:

Kirstie
Ayotte (Secretary)
Laura Banks
Chelsea Bauer
Jamie Bruno
Stephanie Callahan
Alison Carruthers
Jennifer Freeman
Karla Gomez

Barbara Hamilton
Krista Hester
Rayan Khalil
Clarissa Livingstone
Jennifer MacInnis
Brad MacIsaac
Matthew Mackenzie
Kimberley McCartney
Janice Moseley

Amy Neil
Niall O'Halloran
Melissa Ramirez
Danna Reeson
Gabby Resch
Sarah Thrush
Lisa Townsend
Becky Tranter
Adam Wingate

Regrets:

JoAnne Arcand
Robert Bailey
Ahmad Barari
Nawal Elshamiy
Jessica Hogue
Sayyed Ali Hosseini

Brenda Jacobs
Les Jacobs
Breanne McAlpin
Carolyn McGregor
Denina Simmons
Gillian Slade

1. Call to Order and Land Acknowledgement

The Chair called the Public Session of the Academic Council (AC) meeting to order at 2:34 p.m. and J. Stokes read aloud the Land Acknowledgement.

2. Agenda (M)

Members requested that Agenda items 12.3 and 12.5 respectively, be removed from the Consent Agenda.

Upon a motion duly made by S. Nokleby and seconded by H. Kishawy, the Agenda was approved as amended, including approving and receiving the Consent Agenda and its contents as amended.

3. Chair's Remarks

The Chair highlighted that Convocation is next week, and that there's a shared sense of excitement and purpose as the University prepares to celebrate its graduates, along with their families and friends. He encouraged members to get involved if they have not already volunteered for Convocation activities.

In other updates, he noted that a full briefing on the Strategic Mandate Agreement (SMA4) will be presented at the June Academic Council meeting, which will include annual reports and a performance summary for SMA3. The University is currently working with the Ministry to finalize and validate data for key performance metrics. Advocacy efforts are underway for growth funding and corridor adjustments, though the sector is still waiting for the SMA4 technical handbook to confirm final metric weightings. The finalized narrative and metrics sign-off is expected by mid-June.

Additionally, the Chair advised that the recent provincial budget included a \$750 million allocation to STEM across all Ontario universities and colleges over five years. Ontario Tech is set to receive \$500,000 annually from this fund, which is below institutional expectations. Funding for teacher education spaces was also announced, and while Ontario Tech has received some of it, the exact amount has yet to be confirmed.

4. Inquiries and Communications

The Chair invited J. MacInnis to provide a high-level update on the recent student group appeal, noting that while the matter is confidential, it is also of concern to the community. He emphasized that, due to potential legal implications, there are limits to what can be shared publicly.

4.1 COU Academic Colleague Report

R. Ruttenberg-Rozen reported on the recent Council of Ontario Universities (COU) meeting held on May 13-14, noting how quickly developments in the sector are evolving, as by May 15, responses to the Ontario budget had already emerged. She referenced a [statement](#) from COU President and CEO, Steve

Orsini, responding to the 2025 Ontario Budget, and highlighted a useful resource, [QP Briefing](#), for ongoing provincial budget analysis.

She summarized a presentation by Barbara Fallon, "Impact Storytelling," noting that it is an approach that highlights the real-world outcomes of research to better engage the public and government. As part of the Advancing Research Impact in Society (ARIS) initiative, it helps researchers communicate their works' broader impact, boosting engagement and grant success. Despite funding challenges, the strategy was seen as a promising way to strengthen public support for university research.

5. Provost's Remarks

L. Livingston looked ahead to Convocation, calling it one of the most meaningful days of the academic year as students officially become graduates and expressed excitement about celebrating with the community. She also congratulated Salma Bafagih, a Master of Health Sciences student, who won silver at the Provincial 3-Minute Thesis competition for her presentation on Food Literacy Among Canadian Adults noting that she will go on to compete at the national showcase in Ottawa this coming November.

5.1 Senior Academic Administrator Search Update (I)

L. Livingston provided an update on the search for the new Dean of the School of Graduate and Postdoctoral Studies (SGPS), noting that presentations by the two finalist candidates took place last week. She thanked attendees and those who submitted feedback through the confidential portal and advised that the Committee is in the final stages of the process.

6. Academic Programs Update

6.1 2024-2025 Quality Assurance & Program Annual Report* (I)

L. Livingston presented the 2024–2025 Quality Assurance Process and Program Annual Report, highlighting extensive academic activity, including new programs, about 250 minor modifications, and 30 major ones, and noted a clerical correction for FBIT undergraduate reviews. Questions arose regarding streamlining online/hybrid course approvals, with concerns about triggering major program changes. S. Thrush clarified that Faculty Councils can approve delivery mode changes under our IQAP, while surpassing 50% online delivery requires formal review. K. McCartney emphasized this threshold pertains to scheduling, not availability, and that faculties must track delivery modes to ensure compliance. S. Thrush added that multiple delivery modes are optional and under program control. Some members stressed preserving in-person teaching for certain courses, called for oversight and safeguards, and urged balancing innovation with quality and student flexibility. Another member, in turn, encouraged a more forward-thinking perspective.

6.2 2024-2025 Continuous Learning Annual Report* (I)

L. Livingston presented the 2024-2025 Continuous Learning Annual Report and noted that there was a detailed report included in the material package.

A member requested that Academic Council revisit its role in overseeing Continuous Learning and micro-credentials, suggesting the topic be discussed before the next annual report. The Chair took the request under advisement.

7. 2025-26 Activity Based Budget Model* (I)

L. Livingston introduced the 2025–26 Activity-Based Budget (ABB) modelling exercise, highlighting its purpose of evaluating program and Faculty financial health by analyzing revenue and expense data. Following the Auditor General's report, there is now a requirement to share this financial analysis at Academic Council down to the program level. S. Thrush gave a high-level overview of the ABB model, emphasizing its for information purposes only. She explained that the model allocates tuition and grant revenue based on teaching activity and enrollment trends, applies support unit and faculty expenses, and includes a strategic tax for institutional rebalancing. While the data includes program-level views, it is not designed to be precise at that level of granularity but helps identify financial pressures and opportunities.

Discussion covered issues such as the appearance of zero costs in some programs, which were clarified as outcomes of strategic financial balancing rather than an absence of expenses. A member asked whether a reported \$5.3 million surplus indicated institutional profit; S. Thrush explained this figure reflects operating budget savings allocated to reserves. Additional questions addressed the relationship between ABB and academic decisions such as program suspensions. S. Thrush clarified that suspensions of admissions are informed by enrollment trends, not ABB data. The Chair reiterated that not all Faculties are expected to generate revenue, with cross-subsidization being common. Both she and L. Livingston emphasized that ABB data is valuable for guiding sustainable decisions but does not drive actions in isolation. As the sector faces growing financial pressures, there is a need for transparent data sharing to support collegial, informed planning without fostering competition. Due to time constraints, further inquiries into program-level details were invited to be addressed offline with the administrative lead.

8. Undergraduate Studies Committee

The Chair invited M. Bluehardt to provide the Undergraduate Studies Committee (USC) update.

M. Bluehardt noted that at the April 15, 2025 (USC) meeting, the Committee endorsed two new programs for Academic Council approval and received updates on auditing and Learning Management System (LMS) access improvements. She thanked faculties and staff for their efforts responding to student needs.

8.1 New Program Proposal: Faculty of Health Sciences: Bachelor of Science in Nursing (Honours) Second Entry* (M)

M. Bluechardt presented the Faculty of Health Sciences: Bachelor of Science in Nursing (Honours) Second Entry new program proposal noting that it is a new accelerated program for students with prior university credit, distinct from existing partnerships. She highlighted that the program includes Indigenous health education and offers a competitive streamlined alternative to the traditional degree path.

A question was raised about the University's commitment to ensuring successful recruitment and adequate support for a new program. In response, L. Livingston emphasized that the program is in high demand, with strong expected enrollments. Resources will be allocated accordingly in response to enrollment.

Upon a motion duly made by M. Eklund and seconded by T. Bryant, and pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the Bachelor of Science in Nursing (Honours) Second Entry program and recommends approval of the program to the Board of Governors.

8.2 New Program Proposal: Frazer Faculty of Education and Faculty of Social Science and Humanities: Bachelor of Arts Educational Psychology* (M)

M. Bluechardt presented the Frazer Faculty of Education and Faculty of Social Science and Humanities: Bachelor of Arts Educational Psychology new program proposal noting that this four-year program in Educational Psychology, developed through faculty collaboration, is the first of its kind at the undergraduate level in Canada. She highlighted that the program offers a unique blend of education and psychology, with pathways to graduate studies and specializations like mental health, technology and inclusive education. She noted that it received positive feedback for its innovation, interdisciplinary approach and student-centered design.

A question was raised about recruitment plans for a new program. L. Livingston emphasized that early approval allows full participation in the recruitment cycle starting in September. She also noted that over the past five years the Registrar's Office has a strong demonstrated track record of increasing applications, and recruitment includes coordinated efforts like open houses with faculty and staff.

J. Stokes added that the University has led the province in recruitment success over the past five years. He noted that program popularity can fluctuate due to industry trends. Recruitment success is influenced not only by marketing but also by industry demand and student interests, which vary annually. He also expressed that, data shows faculty engagement with students, through labs and

direct interaction, is the most significant factor influencing student enrollment decisions, with programs excelling in faculty-student interaction seeing higher recruitment yields.

Upon a motion duly made by P. Stoett and seconded by S. Vettor, and pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the Bachelor of Arts – Educational Psychology program and recommends approval of the program to the Board of Governors.

9. Graduate Studies Committee

The Chair invited J. Stokes to provide the Graduate Studies Committee (GSC) update.

J. Stokes advised that the April 2025 meeting was not held due to no business arising.

10. Research Committee

The Chair invited J. Freeman to present the Strategic Research Plan.

10.1 Strategic Research Plan* (I)

J. Freeman noted that the current Strategic Research Plan (SRP) expires June 30, 2025, and the new plan, covering 2025 to 2030, has been developed with extensive consultation throughout the 2024–2025 academic year, including input from the Academic Council's Research Committee and all faculties. She noted that the plan is presented for information and is near finalization by Communications and Marketing, with a public version pending. It outlines eight strategic attributes, six existing research strengths, and six strategic priorities designed to guide future investments, partnerships, and research directions aligned with the Integrated Academic-Research Plan (IARP).

A question raised concern about the perceived reduction of explicit focus on equity, diversity, and inclusion (EDI) in the new SRP compared to the previous version. J. Freeman explained that rather than treating EDI as a separate or add-on component, the plan intentionally integrates inclusive research excellence throughout all aspects. This approach aims to embed EDI fully within the plan's framework to reflect a comprehensive commitment, rather than isolating it in brief statements, ensuring inclusivity is central to how research is defined and pursued.

11. Policy Consultation

The Chair invited J. Freeman to present the Research Involving Human Participants Policy & REB Terms of Reference.

11.1 Research Involving Human Participants Policy & REB Terms of Reference* (C)

J. Freeman noted that the policy and Terms of Reference are being presented for consultation, discussion and direction as per By-Law 2 and the University's Policy

Framework and confirmed the extensive consultation it has received to date. She noted that the policy name is being changed from the “Research Ethics Policy” to the “Research Involving Human Participants Policy” to modernize it, improve clarity and ensure alignment with the current Tri-Council Policy Statement 2 (TCPS2) standards. Additionally, she noted that the updated Terms of Reference, last revised in 2007, have been appended within the Policy and is provided for informational purposes, reflecting current compliance requirements and procedures.

12. Consent Agenda:

The Chair confirmed that the contents of the Consent Agenda were approved and received under Agenda Item #2, save for Agenda items 12.3 and 12.5.

- 12.1 Minutes of the Meeting of April 22, 2025* (M)
- 12.2 Bachelor of Health Sciences – Kinesiology to Durham College – Massage Therapy Pathway Articulation Agreement Schedule* (I)
- 12.4 Approved Exception to Residency Requirement – Faculty of Health Sciences* (I)

*** Consent agenda items pulled for discussion as noted in item #2**

12.3 Graduation Notwithstanding a Deficiency* (I)

A member requested clarification as to whether the current approval pathway is correct, and whether this item should be presented for approval and open discussion rather than an item for information.

J. Stokes reviewed and acknowledged an oversight, confirming that a formal motion is required to finalize the process.

Upon a motion duly made by M. Eklund and seconded by P. Stoett, the Academic Council approved the Graduation Notwithstanding a Deficiency as presented.

12.5 2025-2026 – Graduate Academic Schedule – Amendment* (I)

J. Stokes requested that this item be stricken from the May agenda due to additional edits required and confirmed that it would be brought back to the June Academic Council.

13. Other Business

13.1 Land acknowledgement for June Academic Council Meeting

J. Tam volunteered to provide the June land acknowledgement.

14. Termination

There being no other business, and upon a motion to terminate by S. Nokleby, the Academic Council meeting terminated at 4:18 p.m.

Kirstie Ayotte, Assistant University Secretary

DRAFT

ACADEMIC COUNCIL REPORT

SESSION:

Public
Non-Public

☒
☐**ACTION REQUESTED:**

Decision
Discussion/Direction
Information

☒
☐
☐

TO: Academic Council

DATE: June 24, 2025

FROM: Joe Stokes, Registrar

SUBJECT: Conferral of Degrees – Spring/Summer 2025

MANDATE:

Article 1.1(a)(g) of By-law No. 2 provides that Academic Council has the authority to establish the procedures necessary to grant bachelor's degrees, master's degrees, doctoral degrees, honorary degrees and all other degrees, certificates, and diplomas in any and all branches of learning.

MOTION for CONSIDERATION:

That pursuant to the recommendations of each Faculty and the Registrar, Academic Council hereby confirms the eligibility for graduation of those students who have fulfilled all degree requirements at the end of the Spring 2025 session and the Spring/Summer 2025 term and recommends the conferral of degrees by the Chancellor.

ACADEMIC COUNCIL REPORT

SESSION:Public ☒**ACTION REQUESTED:**Decision ☐
Discussion/Direction ☐
Information ☒Financial Impact ☐ Yes ☒ NoIncluded in Budget ☐ Yes ☒ No**TO:** Academic Council**DATE:** June 24, 2025**FROM:** Andra Drinkwalter, Director, Student Financial Assistance and Enrolment Services**PRESENTED BY:****SUBJECT:** Major Scholarship Recipients

BACKGROUND/CONTEXT & RATIONALE:

The Committee finalized the selection of recipients for the major scholarship awards for 2025-26, and the following is the status of their application and scholarship:

Chancellor's Scholarship: Marisa Pirrera, Stoney Creek (St. John Henry Newman Catholic SS)
Cond. Offer Accepted to Medical Laboratory Science
Scholarship Accepted

President's Scholarship: Yusuf Patel, Markham (Father Michael McGivney Catholic HS)
Cond. Offer Accepted to Health Sciences
Scholarship Accepted

Cyrus Tsui, Markham (St. Augustine Catholic HS)
Cond. Offer Accepted to Biological Science Co-op
Scholarship Accepted

Founder's Scholarship: Tyrus Tsui, Markham (St. Augustine Catholic HS)
Cond. Offer Accepted to Biological Science Co-op
Scholarship Accepted

Aditdi Senthil Kumar, Whitby (Donald A. Wilson SS)

Cond. Offer Accepted to Criminology and Justice
Scholarship Accepted

FIRST
Robotics
Scholarship:

William Bellerby, Mississauga (Clarkson SS)
Cond. Offer Accepted to Automotive Eng. & Co-op
Scholarship Accepted

Global
Leadership
Scholarship:

Marie Ingabire, Musanze, Rwanda (Gashora Girls Academy)
Cond. Offer Accepted to Chemistry Co-op
Scholarship Accepted

Major Scholarships

The Committee reviewed 92 complete domestic applications for the major scholarship awards that exceeded the grade qualification of 85% minimum based on completed and mid-term U/M level or equivalent courses. Each applicant was first read independently by three committee members and scored based on the evaluation rubric. The top 25 scoring applications were then read by six evaluators, resulting in a ranking of these individuals and offers being made. Alternate offers of the scholarships were made to the next eligible candidates if the scholarship offers were declined.

Global Leadership Award (GLA)

A different Committee reviewed 48 complete international applications for the Global Leadership Scholarship that exceeded the grade qualification of 90% minimum based on completed and mid-term U/M level or equivalent courses. Each qualified applicant was read independently by three committee members, scored based on an evaluation rubric and resulted in a ranking of these individuals and offers being made. The Global Leadership Award was offered to the next eligible candidates if the scholarship offer(s) were declined.

International Merit Award (IMA)

The International Merit Award (IMA) for international students is valued at \$20,000 CDN over four years (\$5,000 CDN x four years). These are automatically awarded to the top international applicants with the highest-grade point average entering an undergraduate program at Ontario Tech.

International Emergency Bursary (IEB)

The International Emergency Bursary (IEB) was created in 2021-22 in response to the war in Ukraine and is intended to support students transferring to Ontario Tech due to war or environmental catastrophe. To date, for 2025-26, no new incoming students will receive the bursary valued at \$20,000 per year for up to four years.

Academic schedule

- Fall semester
- Winter semester
- Spring/Summer semester

Fall semester

August 10, 2025	Last day to submit an online application for graduation for students completing degree requirements at the end of the summer semester.
September 1, 2025	Labour Day, no lectures.
September 2, 2025	Lectures begin, fall semester.
	Last day to submit for reinstatement, fall semester.
	Last day to submit return from leave of absence form, fall semester.
	Deadline for payment of fees or submission of the Graduate Student Promissory Note, fall semester.
	Last day to submit a program change request, fall semester.
	Last day to change full-time/part-time status, fall semester.
	Last day to submit a leave of absence form, fall semester.
September 15, 2025	End of regular registration period; last day to add courses, fall semester.

Last day to drop courses in fee-per-credit graduate programs and receive a 100 per cent refund of tuition and ancillary fees, fall semester.

Last day to withdraw from a flat-fee graduate program and receive a 100 per cent refund of tuition and ancillary fees, fall semester.

September 29, 2025 Last day to withdraw from fall semester courses without academic consequences (i.e., without receiving a grade). Courses dropped after this date will be recorded on the academic transcript with a grade of W to indicate withdrawal.

Last day to drop courses in fee-per-credit graduate programs and receive a 50 per cent refund of tuition fees, fall semester.

Last day to withdraw from a flat-fee graduate program and receive a 50 per cent refund of tuition fees, fall semester.

October 13, 2025 Thanksgiving Day, no lectures.

October 14 to 19, 2025 Fall study week, no lectures.

October 16 to 17, 2025 Fall Convocation.

November 3, 2025 Last day to withdraw from fall semester courses. Active fall semester courses will be graded by instructors.

December 1, 2025 Lectures end, fall semester.

December 2, 2025 Study break, no lectures.

December 3 to 13, 2025 Fall semester final examination period. Students are advised not to make commitments during this period (i.e., vacation, travel plans).

December 15, 2025 Last day to submit final thesis package to program office to ensure graduation by end of fall semester.

Last day for faculty to submit Certificate of Approval for project/paper to the School of Graduate and Postdoctoral Studies to ensure graduation by end of fall semester.

December 18, 2025 Fall Semester Grades released

December 24, 2025 to
January 2, 2026 University closed.

December 31, 2025 Last day to submit online application for graduation for students completing degree requirements at the end of the fall semester.

Winter semester

January 5, 2026 University reopens.

January 12, 2026 Lectures begin, winter semester.

Last day to submit a return from leave of absence form, winter semester.

Last day to request reinstatement, winter semester.

Deadline for payment of fees or submission of Graduate Student Promissory Note, winter semester.

Last day to submit a program change request, winter semester.

Last day to change full-time/part-time status, winter semester.

Last day to submit a leave of absence form, winter semester.

January 23, 2025 End of regular registration period; last day to add courses, winter semester.

Last day to drop courses in fee-per-credit graduate programs and receive a 100 per cent refund of tuition and ancillary fees, winter semester.

Last day to withdraw from a flat-fee graduate program and receive a 100 per cent refund of tuition and ancillary fees, winter semester.

February 6, 2026 Last day to withdraw from winter semester courses without academic consequences (i.e., without receiving a grade). Courses dropped after this date will be recorded on the academic transcript with a grade of W to indicate withdrawal.

Last day to drop courses in fee-per-credit graduate programs and receive a 50 per cent refund of tuition fees, winter semester.

Last day to withdraw from a flat-fee graduate program and receive a 50 per cent refund of tuition fees, winter semester.

February 16, 2026	Family Day, no lectures.
February 17 to 22, 2026	Winter study week, no lectures.
February 28, 2026	Last day to submit online application for graduation for the spring session of convocation for students completing degree requirements at the end of the winter semester.
March 20, 2026	Last day to withdraw from winter semester courses. Active winter semester courses will be graded by instructors.
April 3, 2026	Good Friday, no scheduled academic activities.
April 5, 2026	Easter Sunday, no scheduled academic activities.
April 13, 2026	Lectures end, winter semester. Lectures will follow the Friday schedule on this day only.
April 14, 2026	Study break, no lectures.
April 15 to 25, 2026	Winter semester final examination period. Students are advised not to make commitments during this period (i.e., vacation, travel plans).
April 22, 2026	Last day to submit final thesis package to program office to ensure graduation by end of winter semester.
	Last day for faculty to submit Certificate of Approval for project/paper to the School of Graduate and Postdoctoral Studies to ensure graduation by end of winter semester.

April 30, 2026

Winter Semester grades released.

Spring/Summer semester

May 11, 2026

Lectures begin, six-week spring session and 12-week summer semester.

Last day to submit a return from leave of absence form, summer semester.

Last day to request reinstatement, summer semester.

Deadline for payment of fees or submission of Graduate Student Promissory Note, six-week spring session and 12-week summer semester.

Last day to submit a program change request, summer semester.

Last day to change full-time/part-time status, summer semester.

Last day to submit a leave of absence form, summer semester.

May 15, 2026

Last day to add six-week spring session courses.

Last day to drop six-week spring session courses in fee-per-credit programs and receive a 100 per cent refund of tuition and ancillary fees.

May 18, 2026

Victoria Day, no lectures.

May 25, 2026

Last day to add courses, 12-week summer semester.

Last day to drop 12-week summer semester courses in fee-per-credit graduate programs and receive a 100 per cent refund of tuition and ancillary fees.

Last day to withdraw from a flat-fee graduate program and receive a 100 per cent refund of tuition and ancillary fees, summer semester.

Last day to withdraw from six-week spring session courses without academic consequences (i.e., without receiving a grade). Courses dropped after this date will be recorded on the academic transcript with a grade of W to indicate withdrawal.

Last day to withdraw from six-week spring session courses in fee-per-credit graduate programs and receive a 50 per cent refund of tuition fees.

June 3-5, 2026

Spring Convocation.

June 8, 2026

Last day to withdraw from 12-week summer semester courses without academic consequences (i.e., without receiving a grade). Courses dropped after this date will be recorded on the academic transcript with a grade of W to indicate withdrawal.

Last day to drop 12-week summer semester courses in fee-per-credit graduate programs and receive a 50 per cent refund of tuition fees.

Last day to withdraw from a flat-fee graduate program and receive a 50 per cent refund of tuition fees, summer semester.

June 10, 2026 **Last day to withdraw from six-week spring session courses. Active six-week spring session courses will be graded by instructors.**

June 22, 2026 Lectures end, six-week spring session.

Last day to submit an online application for graduation for students completing degree requirements at the end of the spring session.

June 23, 2026 Spring six-week session study break, no lectures.

June 23 to 27, 2026 Study break, 12-week summer semester, no lectures.

June 24 to 27, 2026 Spring session final examination period. Students are advised not to make commitments during this period (i.e., vacation, travel plans).

June 29, 2026 Lectures begin, six-week summer session.

Deadline for payment of fees or submission of Graduate Student Promissory Note (fee-per-credit programs only), six-week summer session.

Lectures resume, 12-week summer semester.

July 1, 2026 Canada Day, no scheduled academic activities.

July 2, 2026	Spring session grades released.
July 6, 2026	Last day to add courses, six-week summer session. Last day to drop six-week summer session courses in fee-per-credit graduate programs and receive a 100 per cent refund of tuition and ancillary fees.
July 13, 2026	Last day to withdraw from six-week summer session courses without academic consequences (i.e., without receiving a grade). Courses dropped after this date will be recorded on the academic transcript with a grade of W to indicate withdrawal. Last day to drop six-week summer session courses in fee-per-credit graduate programs and receive a 50 per cent refund of tuition fees.
July 20, 2026	Last day to withdraw from twelve-week summer semester courses. Active summer semester courses will be graded by instructors.
July 29, 2026	Last day to withdraw from six-week summer session courses. Active six-week summer courses will be graded by instructors.
August 3, 2026	Civic Holiday, no lectures.
August 10, 2026	

Last day to submit online application for graduation for students completing degree requirements at the end of the summer session.

August 11, 2026 Lectures will follow the Wednesday schedule on this day only. Lectures end, 12-week summer semester and six-week summer session.

August 12, 2026 Study break, no lectures.

August 13 to 16, 2026 Six-week summer session and 12-week summer semester final examination period. Students are advised not to make commitments during this period (i.e., vacation, travel plans).

August 18, 2026 Last day for faculty to submit Certificate of Approval for project/paper to the School of Graduate and Postdoctoral Studies to ensure graduation by end of summer semester.

August 18, 2026 Last day to submit final thesis package to program office to ensure graduation by end of summer semester.

August 21, 2026 Summer session and Spring/Summer semester grades released

Notes:

- The Summer session and Spring/Summer semester grade release date is not necessarily inclusive of grades associated with final thesis package submissions ahead of the August 18, 2026 deadline.

- Courses offered outside the normal teaching timeframe will have add/drop deadlines pro-rated accordingly. In such cases, faculties will advise students of appropriate deadline dates during the first meeting of the class.
- It is expected that students in a fee-per-credit program will register before the beginning of classes. If you register in a fee-per-credit course after the tuition payment deadline, your tuition fees are due immediately and you may be assessed a late payment fee. Visit gradstudies.ontariotechu.ca/tuitionandfees for a list of fee-per-credit programs.
- Deadlines related to the following can be found on the Graduate Studies website: application deadlines for admission to graduate programs; deadlines for the submission of projects and major papers; deadlines for the submission of theses/dissertations and defences; tuition refund deadlines for thesis completion during a term; and deadlines for scholarships, awards and bursaries.
- Spring/summer session courses in Education may run on a schedule that varies from the above. Consult the ~~Mitch and Leslie~~ Frazer Faculty of Education's website for specific start and end dates.
- Fall convocation will be held in October 2025. Spring convocation will be held in June 2026. For more details, please refer to ontariotechu.ca/convocation.

ACADEMIC COUNCIL REPORT

SESSION:

Public ☒
Non-Public ☐

ACTION REQUESTED:

Recommendation ☐
Decision ☐
Discussion/Direction ☐
Information ☒

DATE: 24 June 2025

FROM: Centre for Institutional Quality Enhancement

SUBJECT: Cyclical Program Review – Executive Summary, Implementation Plan, and Program Learning Outcomes – Bachelor of Information Technology (Hons), Networking and Information Technology Security

COMMITTEE MANDATE:

In accordance with Article 8 of the Ontario Tech University Institutional Quality Assurance Process (IQAP) Cyclical Review (CPR) and Auditing Procedures, the appropriate standing committee of Academic Council (USC or GSC) is responsible for approving the Final Assessment Report (FAR), Executive Summary, and Implementation Plan (IP) resulting from the Review.

Additionally, in accordance with Article 6 of the IQAP Curriculum Change Procedures, editorial revisions to Program Learning Outcomes are considered Minor Program Adjustments and are sent to the standing committee for approval.

BACKGROUND/CONTEXT & RATIONALE:

In academic years 2021 – 2023 a program review was scheduled for the Bachelor of Information Technology, Networking and Information Technology Security program. The site visit was conducted on July 17-18, 2024. At the completion of a CPR the appropriate standing committee of Academic Council (USC or GSC) will review and approve the FAR, Executive Summary, and IP that synthesize the recommendations resulting from the review, identify the strengths of the program as well as the opportunities for program improvement and enhancement, and outline the agreed-upon implementation plans for this improvement.

RESOURCES REQUIRED:

The Faculty's plans to address any resource needs are outlined in the Implementation Plan. Information and support will be required from various areas of the University in

order to implement the plan. The resources identified in the Implementation Plan have been reviewed by the Academic Resource Committee and will be allocated as necessary to successfully support this program.

COMPLIANCE WITH POLICY/LEGISLATION:

The Ontario Universities Council on Quality Assurance (Quality Council), established by the Council of Ontario Universities in July 2010, is responsible for oversight of the Quality Assurance Framework processes for Ontario Universities. The Council operates at arm's length from both Ontario's publicly assisted universities and Ontario's government. Under the Quality Assurance Framework, academic programs must undergo a cyclical review at least every eight years following their implementation. The purpose of the cyclical program review is to critically examine the components of a program with the assistance of outside reviewers with the goal of continuous improvement. A program review's purpose is not solely to demonstrate the positive aspects of the program, but also to outline opportunities that will lead to improvements for the future.

CONSULTATION AND APPROVAL:

The Implementation Plan was presented to Faculty Council (FBIT) on May 6, 2025. The Academic Resource Committee reviewed the Implementation Plan on May 13, 2025.

NEXT STEPS:

- The Executive Summary and IP are sent to Academic Council and the Board of Governors for information. The FAR, Executive Summary and IP will be sent to the Quality Council as required under the Quality Assurance Framework. A summary report is then posted on the Ontario Tech corporate website. The revised Program Learning Outcomes will be added to the Academic Calendar.
- The approved FAR, Executive Summary, and IP will be provided to the Faculty, through the Dean, to serve as the basis for the continuous improvement and monitoring of the program. A report from the program outlining the progress that has been made in implementing the recommendations will be put forward in eighteen months' time.

SUPPORTING REFERENCE MATERIALS:

- Executive Summary
- Implementation Plan
- PLO Enhancement Summary



FINAL ASSESSMENT REPORT

Executive Summary

Cyclical Program Review

Degree Program:	Bachelor Of Information Technology (Hons), Networking and Information Technology Security
Components:	Internship
Dean:	Dr. Carolyn McGregor
Date:	May 13, 2025

Under Ontario Tech University's Institutional Quality Assurance Process (IQAP) and the Ontario Quality Assurance Framework (QAF), all programs are subject to a comprehensive review at least/at minimum every eight years to ensure that they continue to meet provincial quality assurance requirements and to support their ongoing rigour and coherence.

In academic years 2021-2023 a program review was scheduled for the Bachelor of Information Technology – Networking and Information Technology Security program. This is the second program review for this program. A timeline of the review is provided below.

Program Review Timeline	Date
Program Review start date:	November 17, 2021
Self Study submitted/approved:	November 22, 2023
Site Visit:	July 17-18, 2024
External Reviewers Report received:	December 6, 2024
Program Response received:	March 30, 2025
Decanal Response received:	April 5, 2025

Based on the self-study, the reviewers were asked to provide recommendations on program learning outcomes; program structure; experiential learning opportunities specific to the NITS program and generally available to FBIT students; laboratory

resources available to students; opportunities and challenges associated with a program in the ever-changing and ever-evolving field of IT.

The review consisted of two external reviewers. During the virtual site visit, the reviewers met with the following groups and individuals:

Dr. Lori Livingston, Provost and VP Academic

Dr. Carolyn McGregor AM, Dean, Faculty of Business and Information Technology

Dr. Mehdi Hossein-Nejad, Associate Dean, Academic Strategy

Dr. Brent MacRae (Chair of the Internal Assessment Team)

Members of the Internal Assessment Team

Faculty, Staff, and Students from the Faculty of Business and Information Technology

- The external reviewers identified 5 overall recommendations identifying specific steps to be taken to improve the program which included:
 - Creating appropriate mechanisms for ongoing market assessment and curricular review to keep pace with an ever-evolving field
 - Growing strategic partnerships and engagement with research community and industry in support of the program
 - Introduce industry grade security appliances (Fortinet)
 - Increasing faculty complement with expertise in cybersecurity certifications and tools
 - Enhancing available laboratory resources for students.

The prioritized list of recommendations is available in the Implementation Plan.

A Final Assessment Report (FAR) has been prepared to synthesize the reports and recommendations resulting from the review, identifying the strengths of the program as well as the opportunities for program improvement and enhancement. The Implementation Plan (IP) presents a timeline of the follow-up and resource requirements addressing the recommendations from the external reviewers' report. Both documents, accompanied by this Executive Summary (ES), were delivered to the appropriate standing committee of Academic Council (USC/GSC) and approved on **May 20, 2025**.

Governance	Document(s)	Type of review	Date
Faculty Council	IP	Feedback	May 6, 2025
Resource Committee	IP	Resource review	May 13, 2025
USC/GSC	FAR, ES, IP	Approval	May 20, 2025
Quality Council	FAR, ES, IP	QAF requirement	
Academic Council	ES, IP	For information	
Board of Governors	ES, IP	For information	
Corporate Website	ES, IP	QAF requirement	

Due Date for 18-Month Follow-up Report: April 30, 2026

Date of Next Cyclical Review: 2028-2030



IMPLEMENTATION PLAN
28 April 2025
Bachelor of IT – Networking and IT Security
Program Review
Prepared by: Dr. Carolyn McGregor

The Implementation Plan is a critical outcome of the Cyclical Program Review process. The Dean solicits feedback on the Implementation Plan through Faculty Council and the plan is reviewed by the Provost, through the Academic Resource Committee (ARC), to examine resource implications and allocations. A Final Assessment Report (FAR) and Executive Summary are prepared synthesizing the program review reports and responses, following review of the Implementation Plan by the ARC. The plan proceeds through Ontario Tech's governance process and is posted on the corporate website.

Recommendation	Action Item(s)	Specify role of person responsible	Timeline for action and monitoring	Resource Requirements
Program Committee - Program and Curricular Review:				
<i>The growing complexity of networking and security in future warrants continuous market assessment, competitive analysis, and</i>	<i>The Program Director with support from the Dean will complete the following by the end of the 25-26 Academic Year:</i> <i>-Ensure adequate planning and structure is put in place for the NITS program committee.</i>	<i>Dean's Office, Program Director</i>	<i>To be completed and progress reported to the dean at the end of 25-26 academic year.</i>	<i>Information from the RO</i>

<p><i>curriculum upgrade incorporating new concepts and technologies.</i></p> <p><i>Form a committee of faculty members of the program to oversight the program holding at least one meeting every term.</i></p> <p><i>form a committee of faculty members especially from the key areas of networking and security, which should set up a framework of periodic review of curriculum for incorporating changes relevant to industry.</i></p> <p><i>Program strengths and weaknesses should be reviewed.</i></p> <p><i>Competitive and threat analysis for the program should be performed.</i></p>	<p><i>- Work with the Registrar's Office (RO) to gather information for market assessment and competitive analysis.</i></p> <p><i>- Ensure that the program committee meetings are routinely scheduled by the program director in order to review market assessment and competitive analysis from the RO, and curriculum upgrade incorporating new concepts and technologies.</i></p> <p><i>-Discuss and recommend new concepts, topics, and technologies. Within our governance structure the recommended program and curriculum committee can be the same committee of all faculty in the NITS program who meet. Any items requiring approval can then proceed through governance to UEC, FC etc.</i></p> <p><i>-Lead the Program Committee in a review of strengths and weaknesses and a threat analysis leading to a report to the dean and an implementation plan to capitalize on program strengths and create strategies to mitigate risks relating to program weaknesses. This will build on the efforts already conducted as part of the cyclical program review.</i></p>	<p><i>Program Director</i></p> <p><i>Program Director</i></p>	<p><i>To be completed and progress reported to the dean at the end of 25-26 academic year.</i></p> <p><i>Report to the dean to be completed by end of 25-26 academic year</i></p>	<p><i>None</i></p> <p><i>None</i></p>
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<p><i>Curriculum should have more coherence and depth. Courses on networking, computer science, and security should not run as separate streams rather more connections and cohesions should be built. The security curriculum should increase hands-on learning components of the courses to make them more relevant to industry and bring more depth to them.</i></p>	<p><i>Examine the security curriculum and determine if changes are needed. The committee will also look into opportunities for integration of our networking and security content if possible. The current course offering do however provide students with exposure to these topics.</i></p>	<p><i>Dean's office</i> <i>Program Director</i></p>	<p><i>Committee to report on any potential opportunities by end of 25-26 academic year.</i></p>	<p><i>None at this stage.</i></p>
<p><i>The new set of Program Learning Outcomes (PLO) has no PLO related to foundational and conceptual knowledge. The program should consider adding one PLO to cover this gap.</i></p>	<p><i>Develop a new PLO as recommended. The PD to arrange for the Program Review Committee to make this update to the program's PLOs</i></p>	<p><i>Program Director</i></p>	<p><i>December 2025</i></p>	<p><i>N/A</i></p>
<p><i>The lab work should be included in all courses, and it should be the standard feature of the curriculum. Given the potential growth of the program, it is recommended to expand the lab space and upgrade the lab equipment.</i></p>	<p><i>Review of courses and their associated tutorial and lab components to evaluate the student learning opportunities beyond the lecture components for all courses. The PD will provide the Dean with a report of this review in order to determine future resourcing requirements.</i></p>	<p><i>Program Director</i> <i>DPO</i></p>	<p><i>Committee to report by end of 25-26 academic year.</i></p>	<p><i>Resources may be needed if lab expansion or upgrades required as a result of this review and consultation with the Provost will take place as required.</i></p>

Additional Recommendations:

<i>The program should have at least one dedicated lab technician who can provide support for networking and security labs.</i>	<i>FBIT has already received approval for a second technician that will enable the faculty to provide more technical support for the networking and security labs. The hiring search process for this position has already commenced.</i>	<i>Dean's office</i>	<i>In progress and should be completed within weeks.</i>	<i>Resource allocated</i>
<i>Program advisory committee – The PAC should be reintroduced. It is important for keeping the program up-to-date and in aligned with the industry.</i>	<i>The Dean will provide mentorship and guidance to the PD, to reestablish a program advisory committee (PAC) for this program as part of our strategy to establish/reestablish such committees for all our programs.</i>	<i>Dean's office Program Director</i>	<i>PAC to be formed and meet at least once by end of 25-26 academic year</i>	<i>Resources for hosting members of PAC on campus</i>
<i>Research and industry engagement should be enhanced through building partnership with research institutions and industries, showcasing collaborative research and projects, and utilizing the opportunities especially in security.</i>	<i>The Dean will provide mentorship and guidance to enable the PD for NITS to work with the Director of the Institute for Cybersecurity and Resilient Systems to grow strategic partnerships that are aligned with networking and security.</i> <i>Continue to leverage relationships with industry partners through well-established internships.</i>	<i>Dean's office Program Director Director of ICRS</i>	<i>Ongoing</i>	<i>Resources for hosting potential industry related events on or off-campus.</i>
<i>The HRL should introduce industry grade security appliances such as Palo Alto or Fortinet. It should also provide access to commercial cloud security features.</i>	<i>The PD and the Program Committee will work on a plan to introduce Fortinet content to the technical security courses and if needed, provide the updated course information to UEC for progression through governance.</i>	<i>Program Director Associate Dean</i>	<i>Committee to develop plan by end of 25-26 academic year and present to UEC if any course changes are required.</i>	<i>Lab equipment updates as needed</i>

<p><i>Security faculty should be expanded with instructors with industrial experience. To fill the gap in the security area, faculty with direct, hands-on experience in industry-standard cybersecurity certifications and tools should be recruited.</i></p>	<p><i>A new hire in Networking and IT Security has accepted their offer and will commence on 1st July, 2025. The new hire has direct, hands-on experience in industry-standard cybersecurity certifications and tools.</i></p> <p><i>The growth of high quality industry experienced sessionals is also a strategy of interest for the faculty . The Dean will work with the PD on a strategy to grow a pool of high quality industry experienced priority sessionals.</i></p>	<p><i>Dean's office DPO</i></p>	<p><i>July 1, 2025 for new TF hire</i></p> <p><i>Ongoing for sessional hirings</i></p>	<p><i>Resource allocated</i></p>
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Recommendations not Addressed and Rationale

#	Recommendation not Addressed <i>(corresponding # from reviewers' report)</i>	Rationale
1.a	<i>The current teaching load of the PD should be reduced and the involvement of the PD in lab development and delivery should be minimized for the effective leadership.</i>	<i>The collective agreement outlines workload for TTT and TF faculty members and the stipend or course release for the program director role. A clear job description document has been created to outline all responsibilities for this role so that candidates for the PD position are aware of the responsibilities and commitments.</i>
2.c	<i>Curriculum update should be decoupled from vendor specific content development, for example,</i>	<i>Some of the content in a number of our NITS courses do align with widely recognized industry certification. This is a</i>

	<i>currently the major driving factor for curriculum development are the two company-specific certification programs. The faculty members in the program are qualified and actively involved in networking and security research. They should be involved in curriculum development.</i>	<i>decision the program has deliberately made to ensure the success of graduates on the job market and it has paid off. This does not however mean that faculty member expertise or research has not influenced our curriculum or course content. To the contrary, our faculty incorporate a substantial amount of foundational and original content in what they teach. The program is also able to pivot away from current industry alignments towards other directions if it ever decides to do so.</i>
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Cyclical Program Review: Summary of program learning outcome enhancements

[This form should be used in cases where program learning outcomes have been enhanced for an existing undergraduate or graduate program as the result of a cyclical program review. The program and course learning outcomes must be reviewed and revised using resources provided by CIQE and the Teaching and Learning Centre (TLC). This form will be appended to the Final Assessment Report and presented at the appropriate standing committee of Academic Council (USC or GSC) for approval.]

Faculty: Faculty of Business and Information Technology	
Program: Bachelor of Information Technology in Networking and Information Technology Security	
Review year: 2021 - 2023	
Undergraduate: <input checked="" type="checkbox"/>	Graduate: <input type="checkbox"/>

Original program learning outcome(s): (Provide all of the initial program learning outcomes)

General Information Technology:

- Understand the applications of information technology and basic business knowledge
- Demonstrate conceptual understanding of information technologies and their industry standards
- Apply business and entrepreneurship skills in using information technology
- Use relevant communication and information technologies to acquire, analyze and communicate data and to support the applications of information technology
- Utilize project management and business planning skills to initiate and carry out projects in a timely and proficient manner
- Conduct systematic research into issues related to the discipline, deploying accurately established techniques of analysis and enquiry
- Appreciate the uncertainty, ambiguity, and limits of knowledge and develop strategies for continuing professional development and lifelong learning

IT Networking:

- Understand the concepts of networking technology and its applications

- Use essential networking Terminology
- Understand the OSI reference model and explain how each layer works together to compartmentalize networking functionality of a computer and networking applications
- Identify hardware used to construct a network and recommend optimal network configurations
- Understand network topologies and their applications in a network environment as well as industry standards such as IEEE
- Demonstrate proven knowledge of network protocols such as TCP/IP, IPX, and NetBeui
- Understand the Ethernet protocol and its mechanisms and functionality
- Demonstrate the skills in installing, administering, and managing network operating systems and in developing a functional and well-designed infrastructure
- Know how to improve a network by adding services, and to apply security mechanisms to protect a network and all of its services
- Understand the tools and techniques to administer a network and the knowledge to discuss network troubleshooting and management
- Prepare for the CCNA/CCNP certification examination

IT Security:

- Understand the concept of information security and types of attacks
- Discuss the basic security services that can be used to protect information and systems from attack
- Understand the legal issues surrounding information security
- Develop and analyze IT security policy and guidelines, incident response procedures and disaster recovery
- Apply security in networking technologies and operating systems
- Understand the best practices in computer administrative security measures and technical security measures
- Identify and understand ways to prevent security risks, threats and vulnerabilities within an organization
- Discuss key Internet architecture issues, terminology, and ways to secure the Internet connection to an organization
- Discuss issues involved in setting up an e-commerce site and strategies to implement security within the site
- Understand encryption, private and public key systems, digital signatures and trust, and explain how each of these types of technologies can, and should, be used to enhance security
- Demonstrate proven knowledge of applying security measures on operating systems

Team Management:

- Evaluate and apply the strengths of a diverse workplace (including ability, ethnicity, religion, gender, sexual orientation, age, generation)
- Persuade, influence, motivate and provide guidance (In a team setting)

- Facilitate a range of group innovation, analysis and decision making techniques (In a team setting)
- Engender and sustain trust of team members (In a team setting)
- Effectively use technologies to facilitate and support group activities and processes (In a team setting)
- Exhibit an understanding of the strengths of a diverse workplace (including ability, ethnicity, religion, gender, sexual orientation, age, generation)
- Display well-developed leadership and interpersonal skills in team environments

Communications:

- Apply a mastery of ethical reasoning, client relationship management, business courtesies and self-presentation in all aspects of the program
- Communicate clearly, efficiently and effectively in both oral and written methods in a professional context
- Construct a strategy for communications leveraging social media tools, practices and networks
- Communicate information, ideas, problems and solutions persuasively and accurately, using oral, written and visual form, to specialist and non-specialist audiences

Critical, Innovative Thinking and Ethics:

- Evaluate a new technology, criticize its strengths and weaknesses, appraise its usefulness to solve business problems and clearly, effectively and efficiently communicate the results
- Interpret the overall organizational learning and innovation process / life-cycle, and evaluate its role in organizational success
- Define appropriate practices within a professional, legal and ethical framework
- Apply the cognitive skills of critical thinking, analysis and synthesis to evaluate evidence and arguments, analyze data, identify assumptions and formulate informed and innovative solutions to problems

Total number of original outcomes: 44

Proposed enhanced learning outcomes: (Updated outcomes as a result of the program review learning outcome workshops)

Design and build flexible, scalable, and highly-available networks and other IT solutions to solve business problems

Assess threats, vulnerabilities, and risks to IT infrastructure, and propose solutions to protect those systems from attack

Evaluate new and existing IT solutions for their strengths, weaknesses, and security posture

Apply programming and automation tools to enhance the efficiency of IT administration

Evaluate and critique the legal requirements and ethical implications of IT security and technology in society

Develop technical documentation and explain it to a diverse business audience OR
Develop technical documentation and adapt it for a diverse business audience

Apply leadership and interpersonal skills to deliver successful IT projects in a diverse workplace

Develop strategies to identify new technologies and assess changes to industry standards

Total number of enhanced outcomes: 8

Have the enhanced outcomes been mapped to the degree-level expectations (DLEs)?

☒ **Yes**

☐ **No**

If no, this should be completed no later than:

Are you providing any additional supporting documents? ☒ **Yes**

☐ **No**

If yes, which (list all)?

UDLE map is available from CIQE upon request.

CIQE INTERNAL APPROVAL

Appended to FAR	
FAR, Outcomes, Executive Summary, Implementation Plan approved by USC/GSC	
Final Approved FAR, Outcomes, Executive Summary and Implementation Plan sent to Faculty, through the Dean, as primary owner	
Outcomes entered into Curriculog	