BOARD OF GOVERNORS
Strategy & Planning Committee (S&P)
Zoom Link – Registration Required

June 12, 2025
2:00 p.m. to 5:00 p.m.

Members: Eric Agius (Chair), Lisa McBride (Vice-Chair), Ahmad Barari, Laura Elliott, Emily Whetung-MacInnes, Mitch Frazer, Matthew Mackenzie, Peter Marchut, Steven Murphy, Michael Rencheck, Hannah Scott

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

AGENDA

No.	Topic	Lead	Allocated Time	Suggested Start Time
PUBLIC SESSION				
1	**Call to Order**	Chair	5	2:00 p.m.
2	***Agenda*** **(M)**	Chair		
3	**Conflict of Interest Declaration**	Chair		
4	**Chair's Remarks**	Chair	5	2:05 p.m.
5	**President's Remarks**	Steven Murphy	10	2:10 p.m.
6	**Strategy**			
6.1	*Integrated Academic-Research Plan: IARP Annual Report; SMA3 Performance (Year 5); SMA4 Update**(U)	Lori Livingston Sarah Thrush	15	2:20 p.m.
6.2	*Annual Program Reports* (I)* *i) 2024-25 Quality Assurance Process and Program Report** *ii) 2024-25 Continuous Learning Report**	Lori Livingston	10	2:35 p.m.
6.3	*Annual International Student Strategy Report** (I)	Lori Livingston Joe Stokes	10	2:45 p.m.
7	**Planning**			
7.1	*Strategic Research Plan** (I)	Les Jacobs	10	2:55 p.m.
7.2	*Asset Management Plan** (I)	Brad MacIsaac	10	3:05 p.m.
7.3	*Sustainability Plan** (D)	Brad MacIsaac	10	3:15 p.m.
8	**Consent Agenda* (M)**	Chair		

D – Discussion M – Motion P – Presentation U – Update I – Information * Documents attached

No.	Topic	Lead	Allocated Time	Suggested Start Time
8.1	*Minutes of Public Session of Meeting of April 3, 2025** (M)			
8.2	*2024-2025 S&P Annual Report** (I)			
9	**Adjournment (M)**	Chair		3:25 p.m.
BREAK – 10 minutes				
NON-PUBLIC SESSION (material not publicly available)				
10	**Call to Order**	Chair	5	3:35 p.m.
11	**Conflict of Interest Declaration**			
12	**Chair's Remarks**		5	3:40 p.m.
13	**President's Remarks**	Steven Murphy	10	3:45 p.m.
14	**Governance**			
14.1	2025-2026 S&P Workplan* (M)	Nicola Crow	5	3:55 p.m.
14.2	Board Advance Follow-up and Planning* (D)	Steven Murphy Nicola Crow	10	4:00 p.m.
15	**Advancement & Alumni Report* (U)**	James Barnett	10	4:10 p.m.
16	**Consent Agenda (M)**	Chair	5	4:20 p.m.
16.1	Minutes of Non-Public Session of Meeting of April 3, 2025* (M)			
16.2	S&P 2024-25 Workplan & Action Points*(I)			
16.3	Annual Asset Review and Reconfirmation* (I)			
16.4	Philanthropic Naming* (I)			
17	***In Camera* Session**	Chair	10	4:25 p.m.
18	**Termination (M)**	Chair		4:35 p.m.

Nicola Crow, University Secretary

COMMITTEE REPORT

SESSION:		ACTION REQUESTED:	
Public	☒	Decision	☐
Non-Public	☐	Discussion/Direction	☒
		Information	☐

TO: Strategy & Planning Committee (S&P)

DATE: June 12, 2025

PRESENTED BY: Dr. Lori Livingston, Provost and Vice-President Academic
Sarah Thrush, AVP 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 Board Strategy and Planning 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:
Academic Council will be provided with the Institutional Metric and SMA3 Annual reports as well as a SMA4 update at their June meeting.

NEXT STEPS:
The Board will be provided this report at its June meeting.

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.

Ontario Tech University

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	**Status**				
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 Opportunties	🟡		●		●
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	🟢				
Viability Ratio	🟡				
Primary Reserve Ratio	🟢				
Net Operating Revenues Ratio	🟢				
Credit Rating	🟢				

Legend:
- 🟢 - On Track/Meeting Target
- 🟡 - Progressing towards target
- 🔴 - Behind/Below target
- ● - Aligned with Strategic Priority

Ontario Tech University Metrics

Return to Metrics Listing

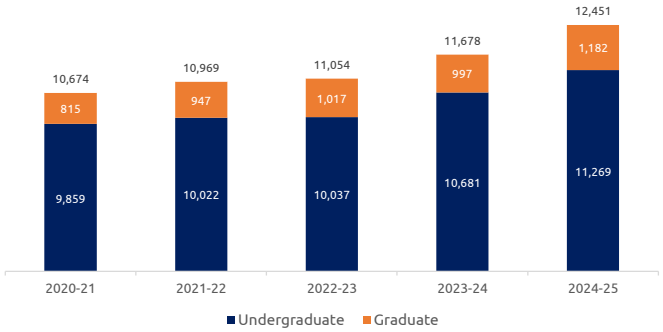
Metric: **Student Mix - Overall**

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

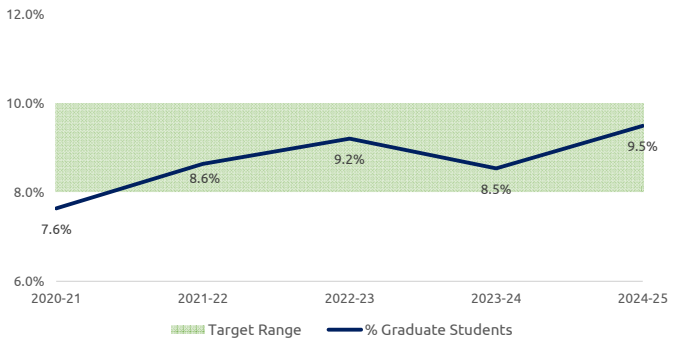
Data Source: University Statistical and Enrolment Report (USER) (Fall Report)

Target:
- Proportion of Graduate Students: between 8-10%
- Proportion of International Students: 11-15% (target range adjusted due to IRCC caps & provincial attestation letter (PAL) allocations)
- Proportion of Female Students: 50%
- Proportion of Part-Time Students: 7-10%

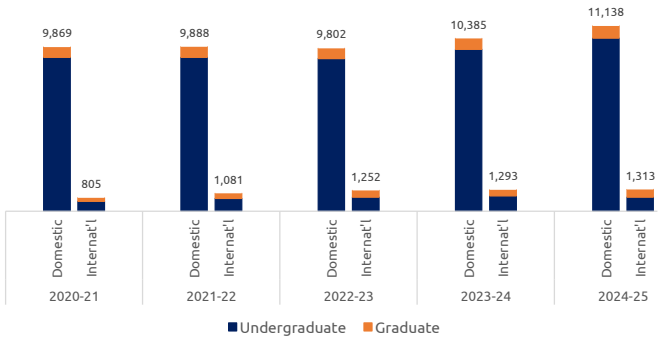
Student Mix by Level



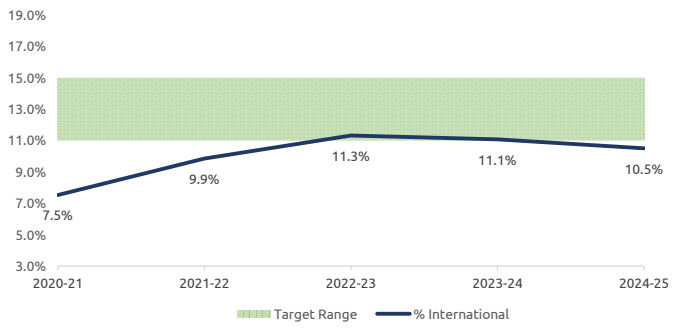
Proportion of Graduate Students



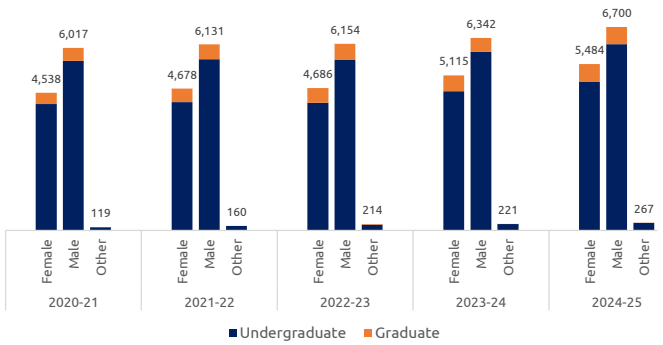
Student Mix by Residency



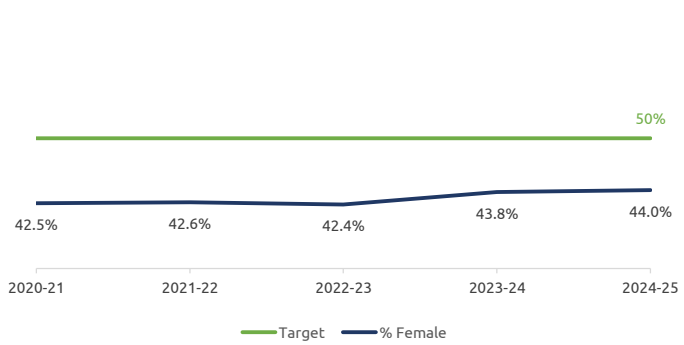
Proportion of International - Overall



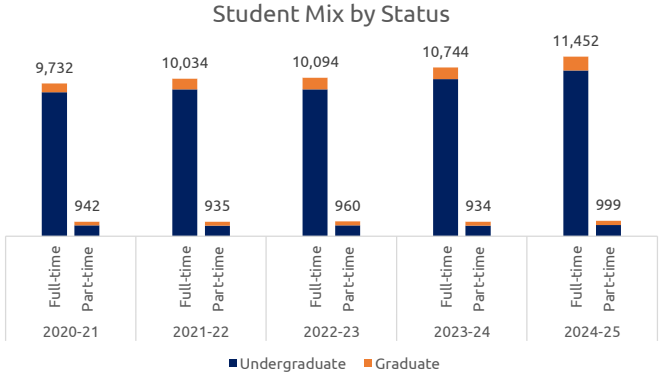
Student Mix by Gender



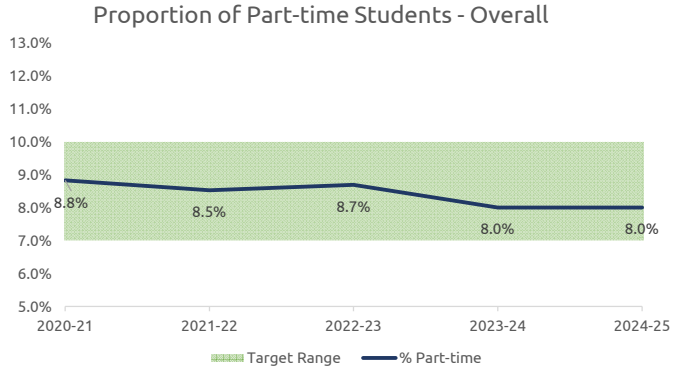
Proportion of Female Students - Overall



Student Mix by Status



Proportion of Part-time Students - Overall



Ontario Tech University Metrics

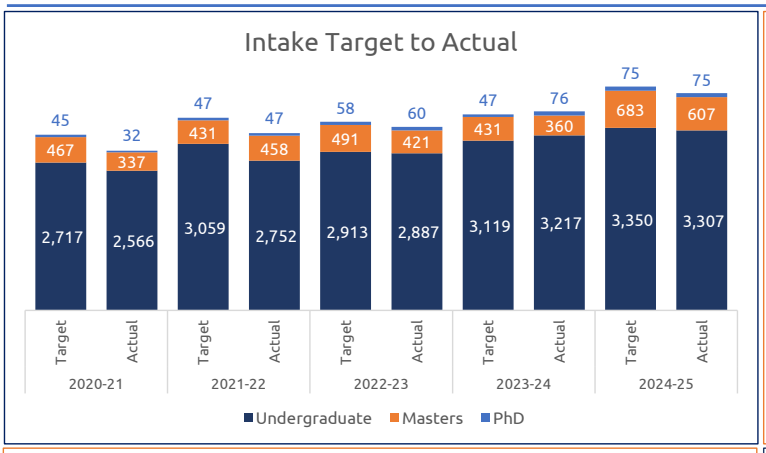
Return to Metrics Listing

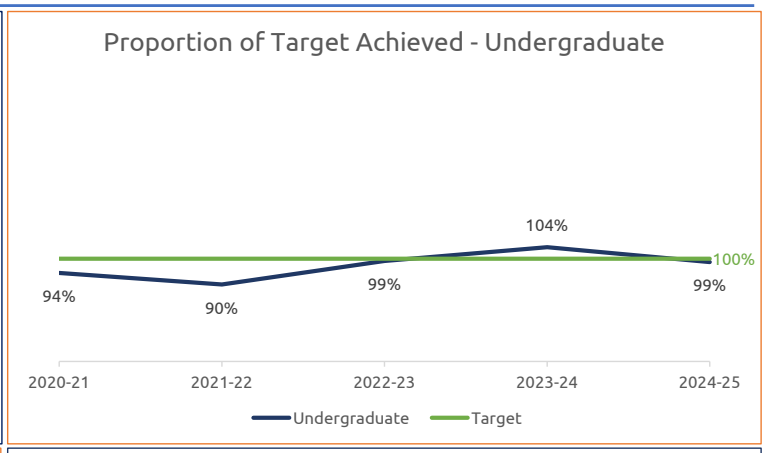
Metric: **Enrolment Targets to Actual**

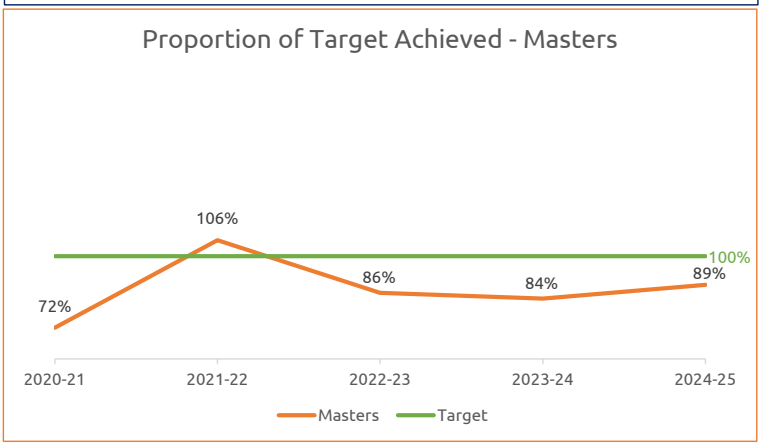
Definition: Comparison of the established Day 10 Enrolment Targets with the Day 10 Actual Enrolment, presenting the proportion of target achieved for Undergraduate, Masters, and PhD enrolment.

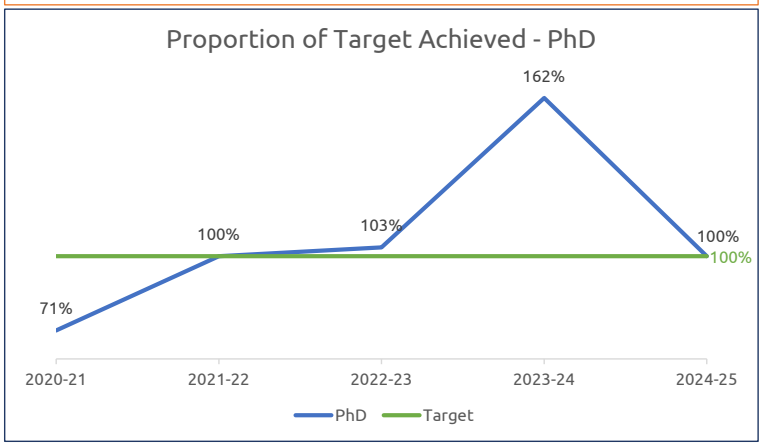
Data Source: Enrolment Targets, and Day 10 Enrolment Reports (UG: Fall, GR: Annual).

Target: 100% of Enrolment Targets Achieved









Ontario Tech University Metrics

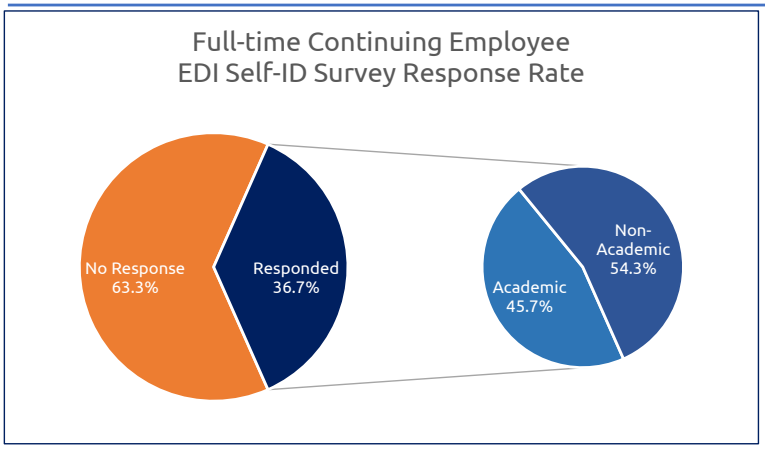
Return to Metrics Listing

Metric: **Demographics of our Community**

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

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

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



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

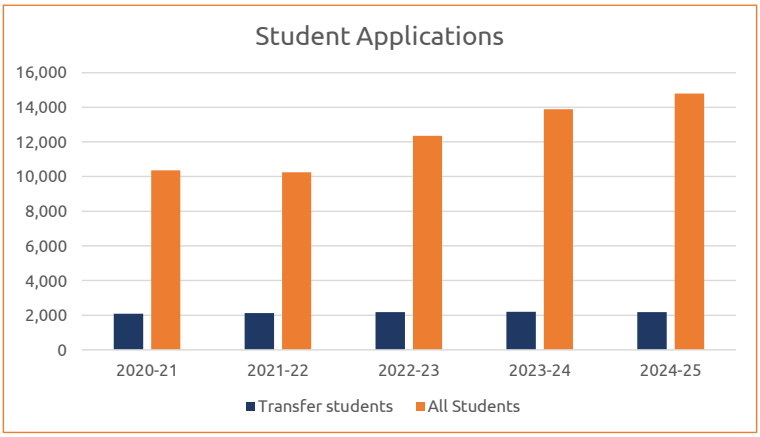
Return to Metrics Listing

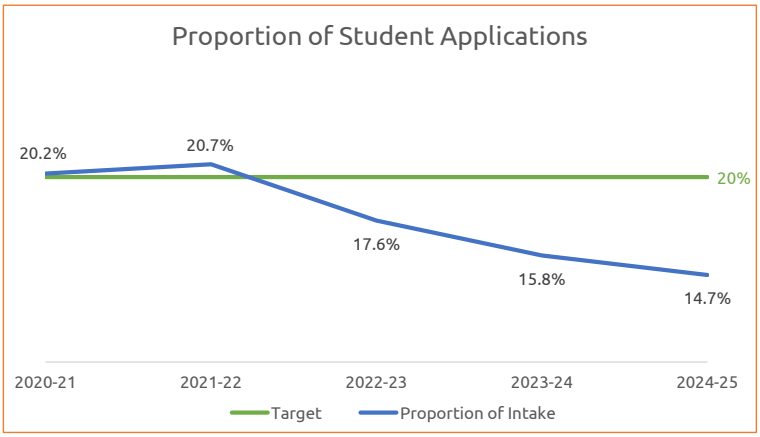
Metric: **Transfer students from college and university**

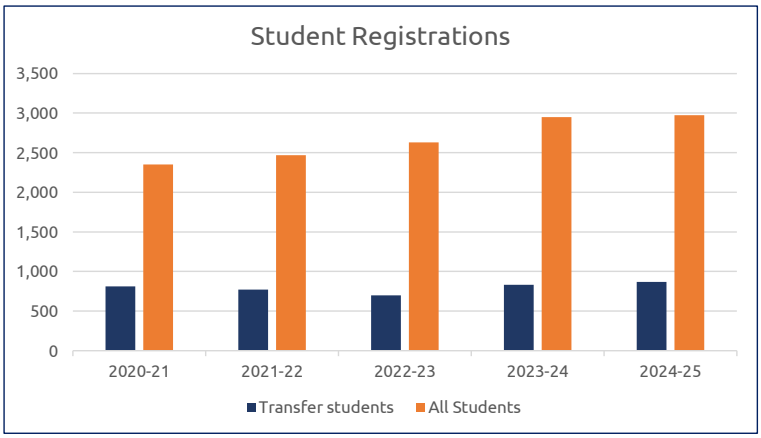
Definition: Number and proportion of UG transfer student applicants (from either another university or college) to overall new UG applicants.
Number and proportion of UG transfer student registrants (from either another university or college) to overall UG registrants.

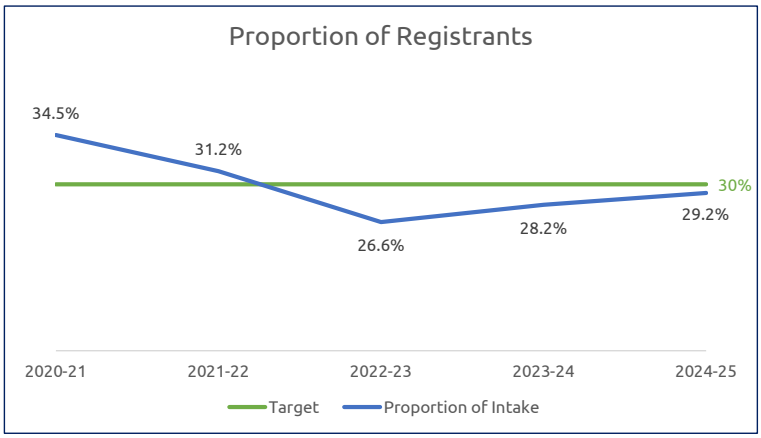
Data Source: Day 10 Applicant Tracking Report and Official Fall USER report

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









Ontario Tech University Metrics

Return to Metrics Listing

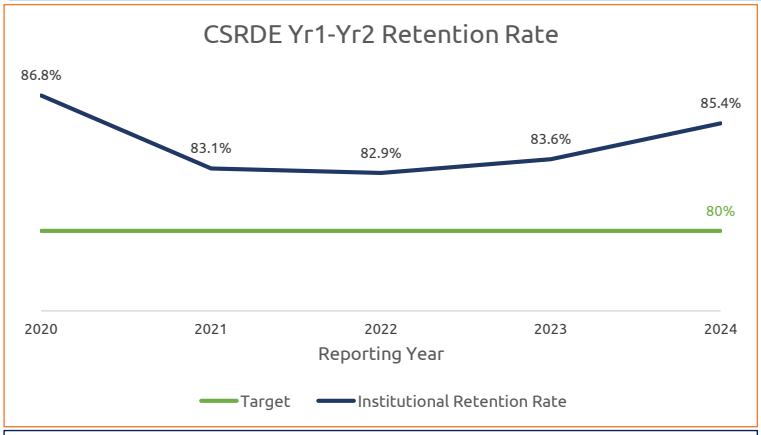
Metric: **Student Retention Rates**

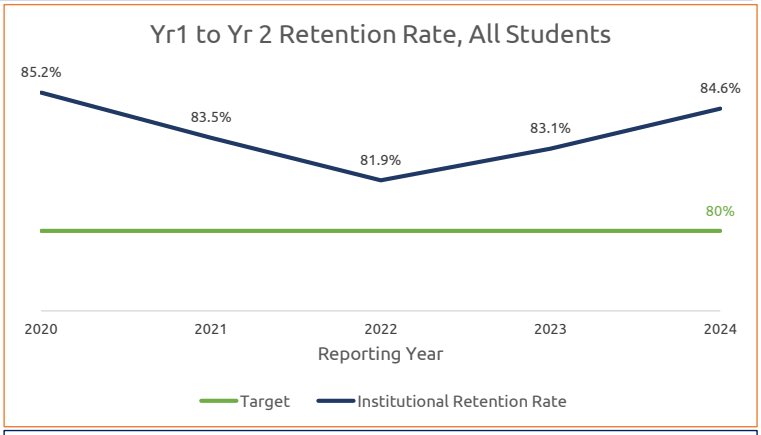
Definition: Percentage of students who study in a given Fall term and have continued to study at the same institution in the next Fall term.

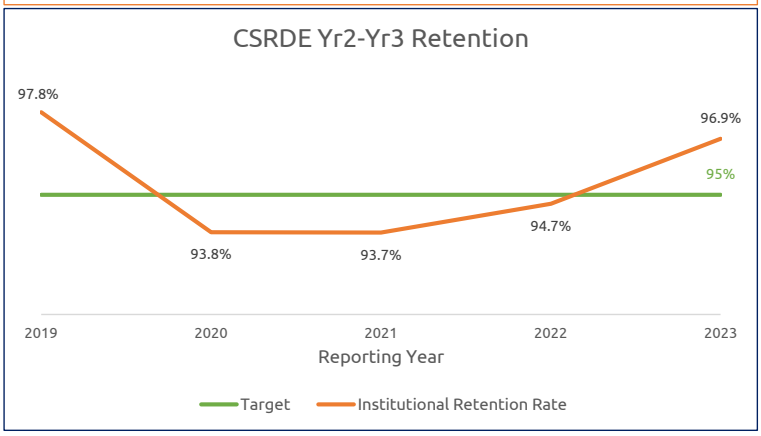
- CSRDE Year 1 to Year 2 Retention rates are based on first-time, full-time undergraduate students who commenced studies in the previous year and have continued to study at the same institution in the reporting year.
- All Year 1 to Year 2 Retention rates are based on all incoming Year 1 students who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

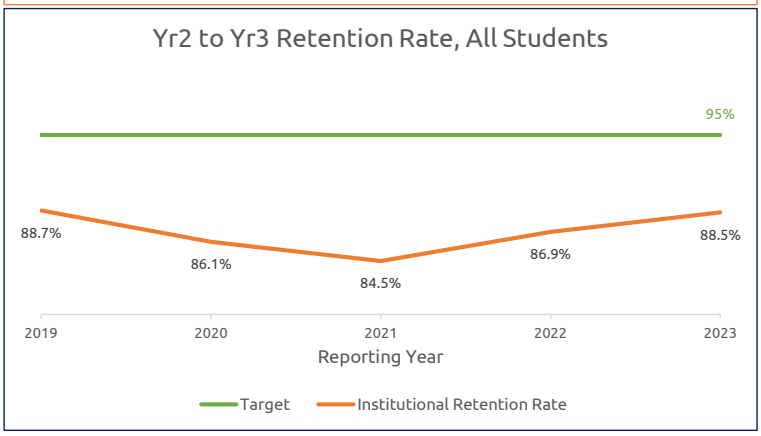
Data Source: Official Fall USER Reports

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









Ontario Tech University Metrics

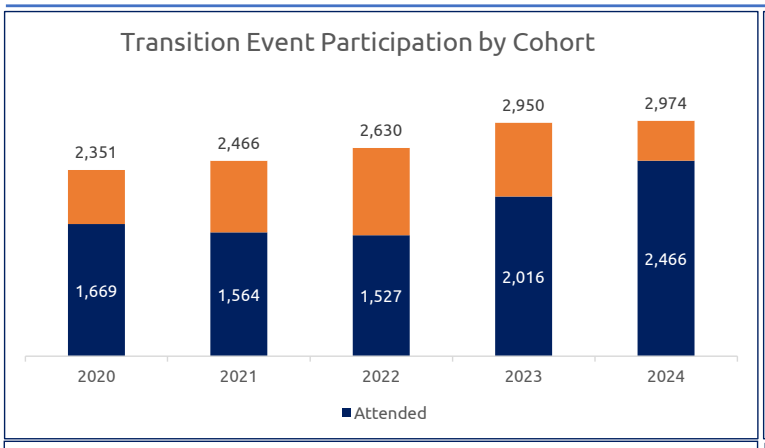
Return to Metrics Listing

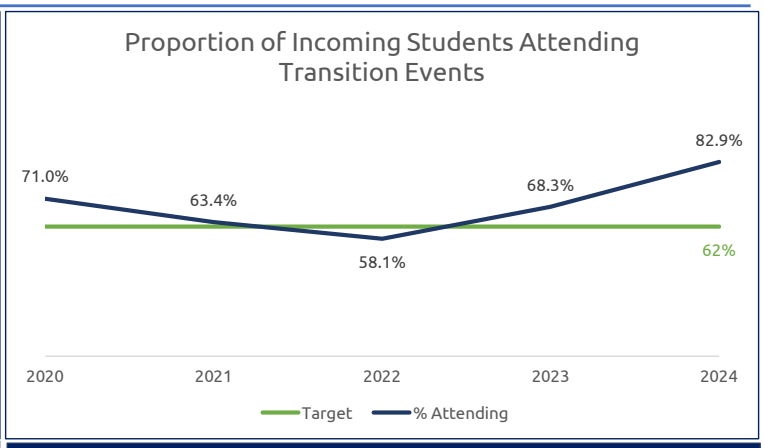
Metric: **Participation in New Student Transition Events**

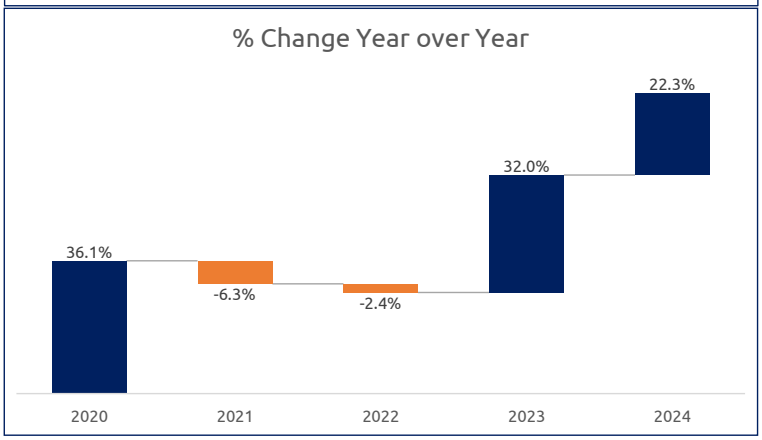
Definition: Distinct count and proportion of incoming UG students who attended one or more Transition Events (include Ridgeback Orientation,Get Ready Workshops, & Ridgeback Ramp Up)

Data Source: Students Life event attendence 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







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

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

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

Notes:
2020: Transition programs were held fully online only.
2021 onwards: Transition programs were hybrid, with events held virtually & in-person.

Ontario Tech University Metrics

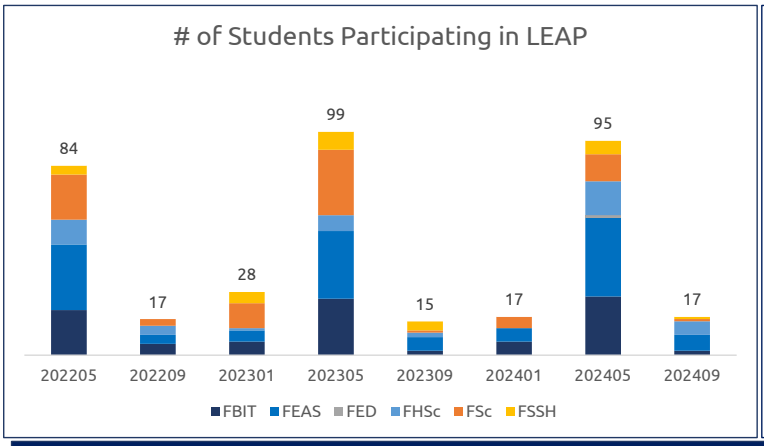
Return to Metrics Listing

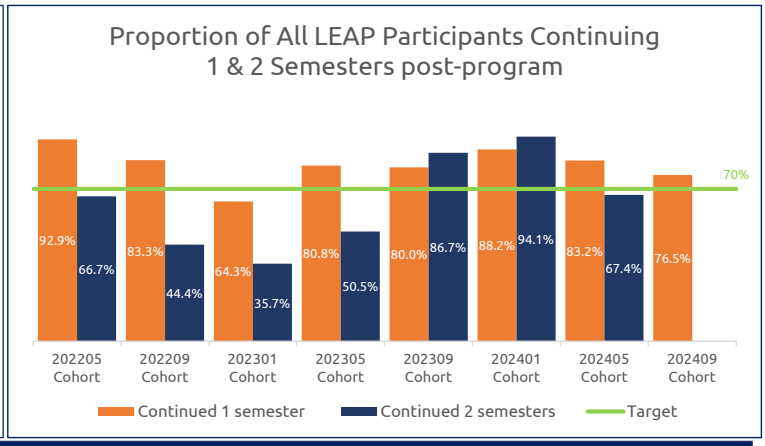
Metric: **LEAP participation**

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.

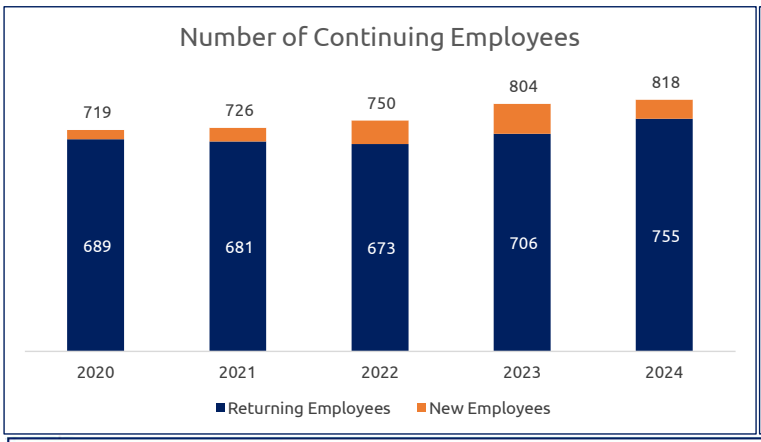
Ontario Tech University Metrics

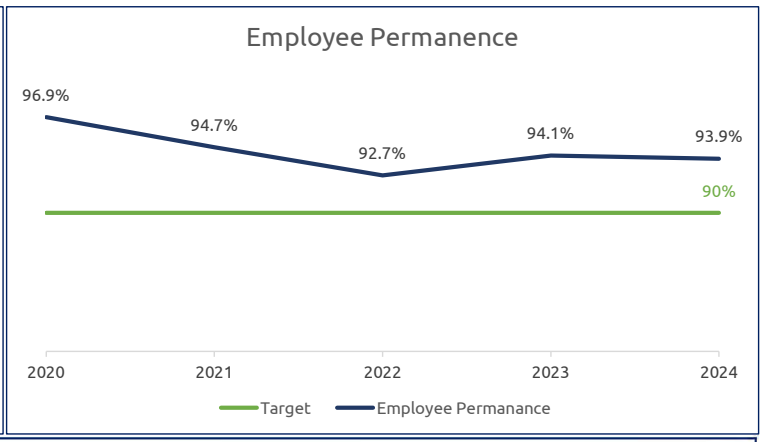
Return to Metrics Listing

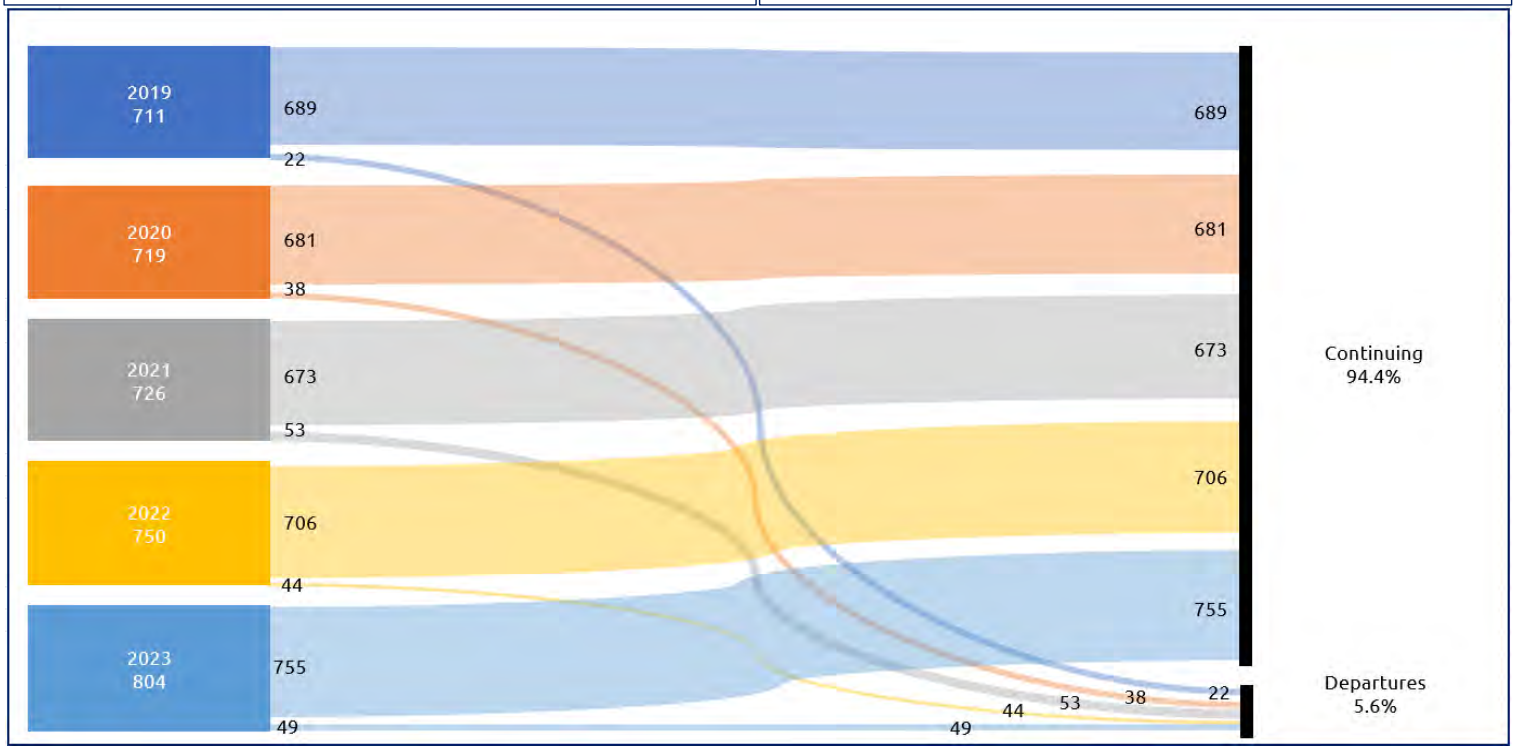
Metric: **Employee Retention**
Definition: Number and proportion of employees that remain at Ontario Tech University from the previous year.

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

Target: Employee Permanence: above 90%







Ontario Tech University Metrics

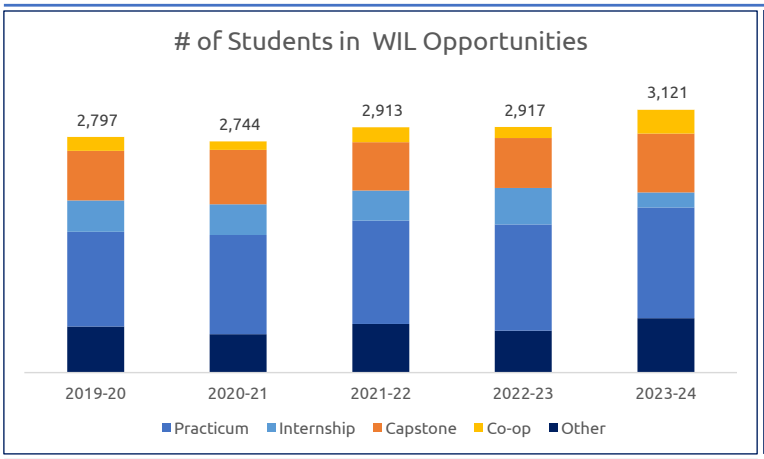
Return to Metrics Listing

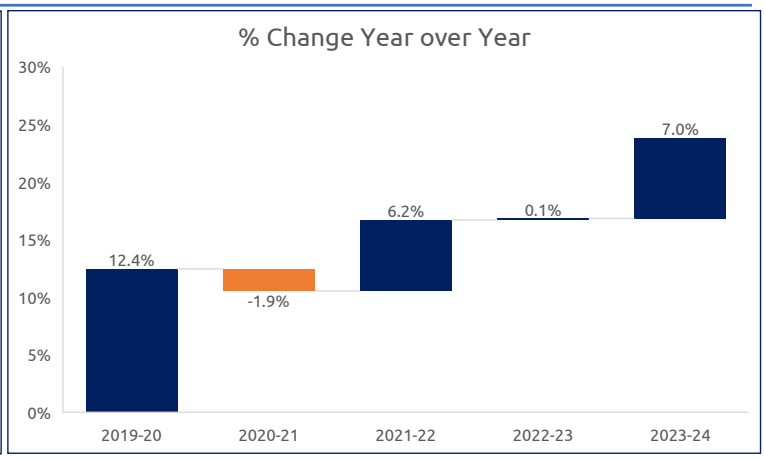
Metric: **Student Participation in Working Intergated Learning (WIL) opportunities.**

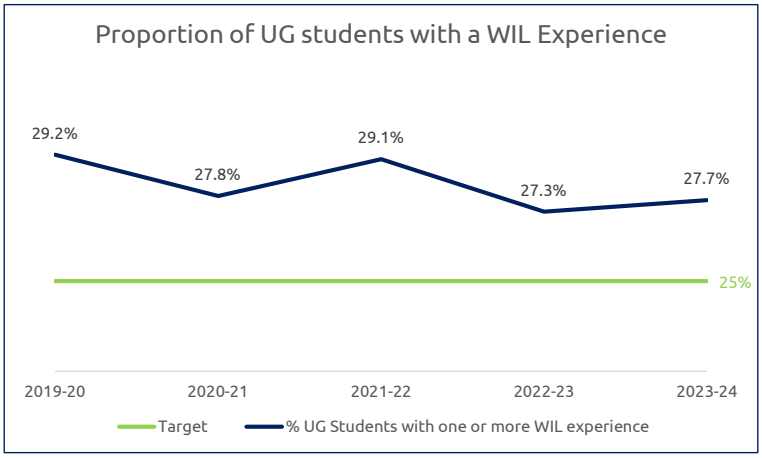
Definition: Distinct Count and Proportion of undergraduate students enrolled in one or more WIL opportunity including, but not limited to, the traditional experiences of Co-operative Education, Internships, Practicums, and Capstone Projects, reported for the Ministry Reporting year.

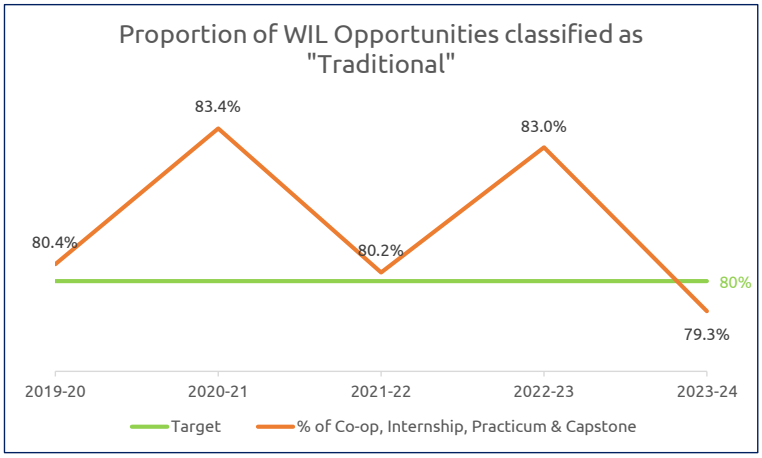
Data Source: Experiential Learning Database housed in the Office of Institutional Research and Analysis (OIRA).

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%









Ontario Tech University Metrics

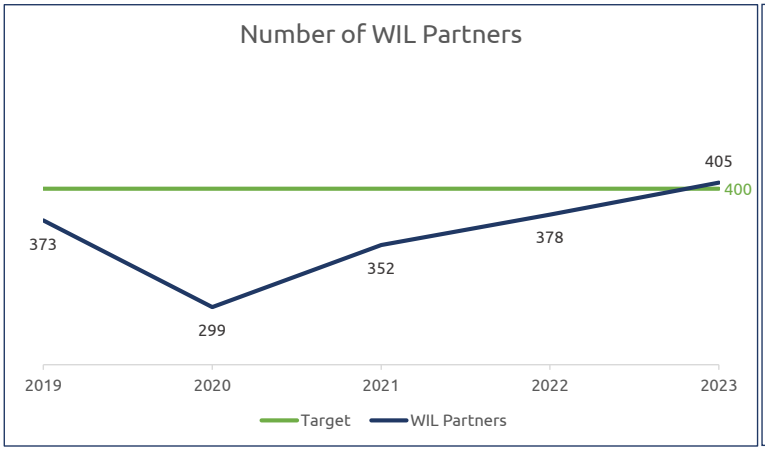
Return to Metrics Listing

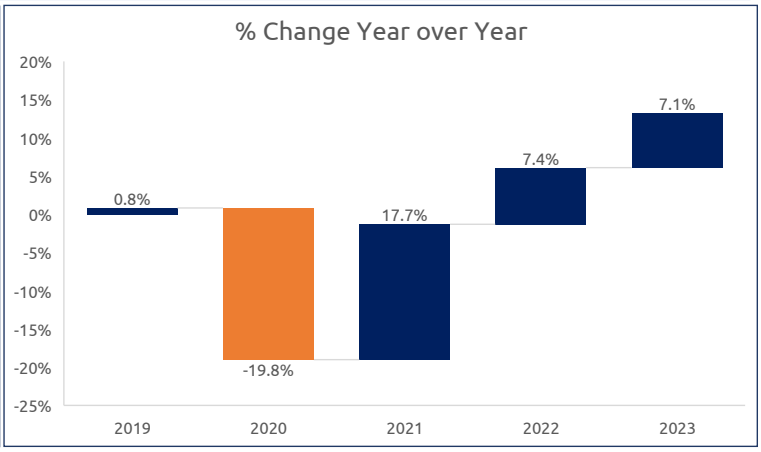
Metric: **Partnerships in support Work Integrated Learning**

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

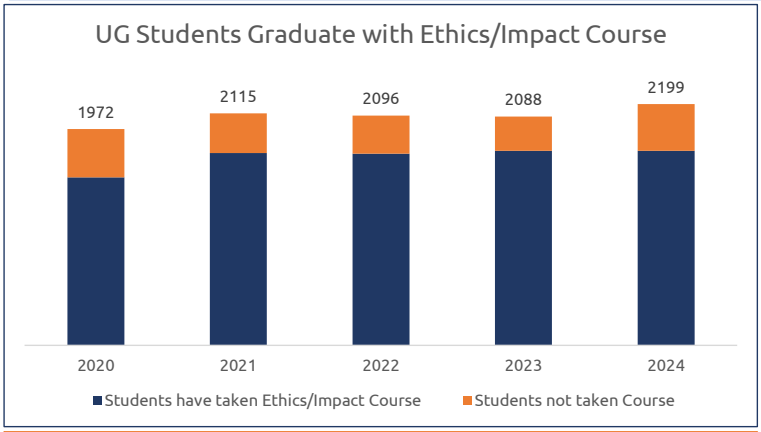
Return to Metrics Listing

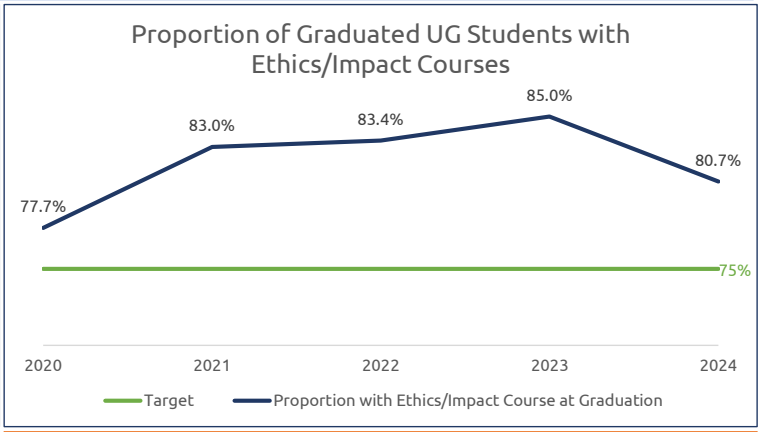
Metric: **Students graduating with a course on Ethics or Impact**

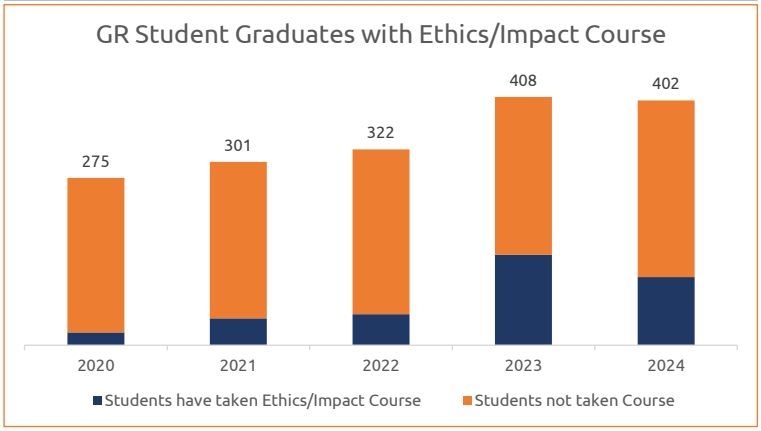
Definition: Count and proportion of students, at time of graduation, who have taken in a course that has an ethical or impact component listed (indicated in course title within the Academic Calendar).

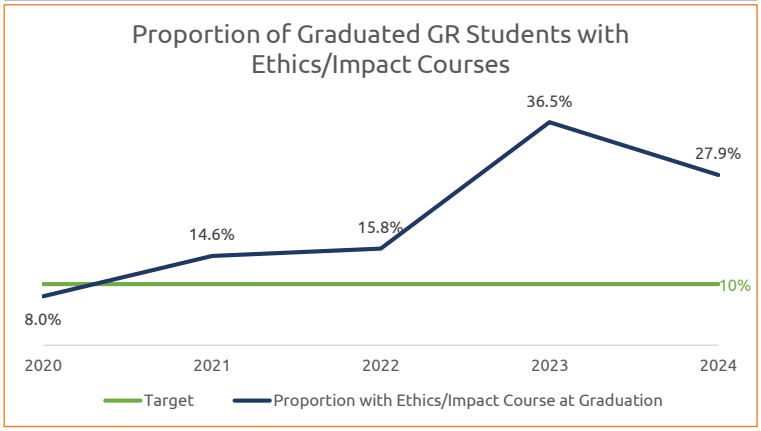
Data Source: Annual (Calendar Year) Graduation Census report, Student Registration Data Report

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%









Ontario Tech University Metrics

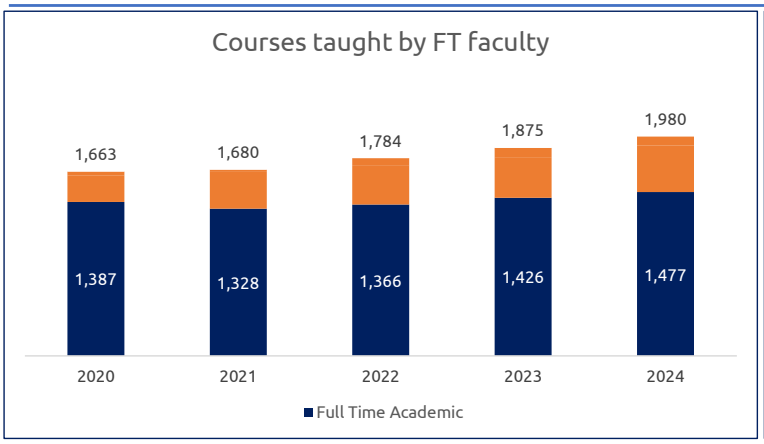
Return to Metrics Listing

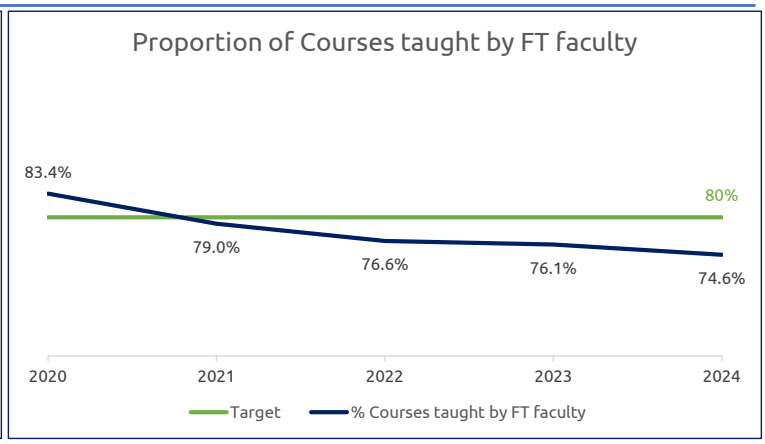
Metric: **Courses taught by Full-time faculty**

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%



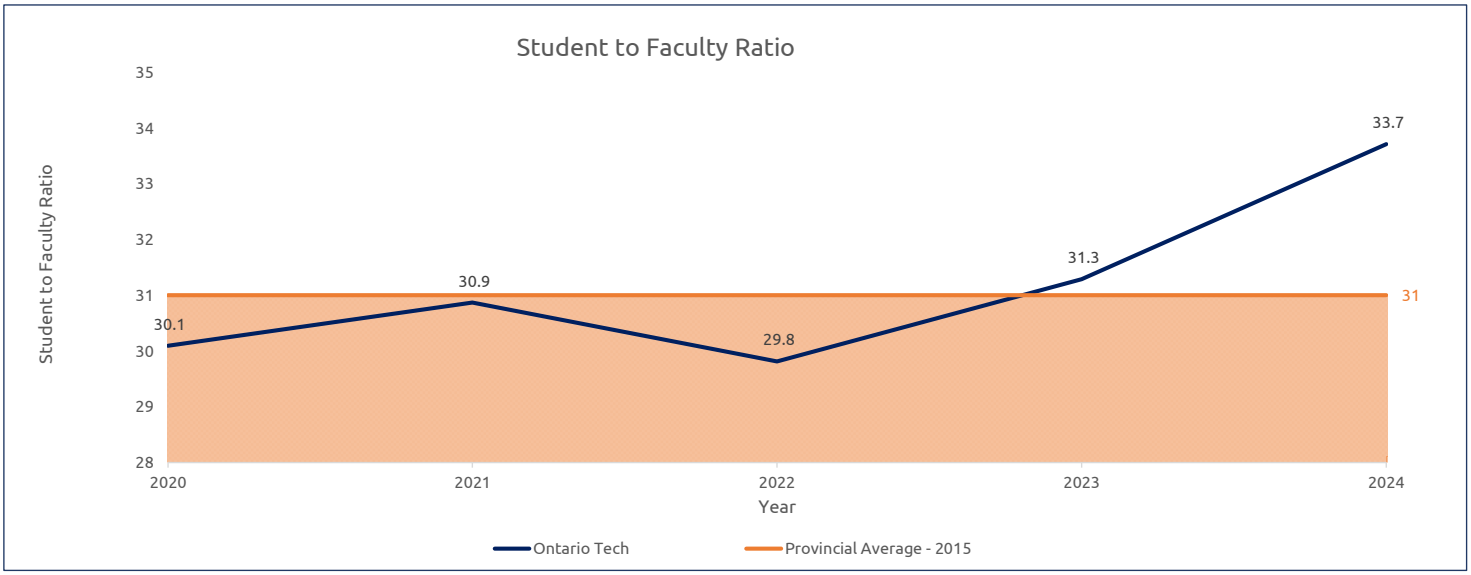


Ontario Tech University Metrics

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)



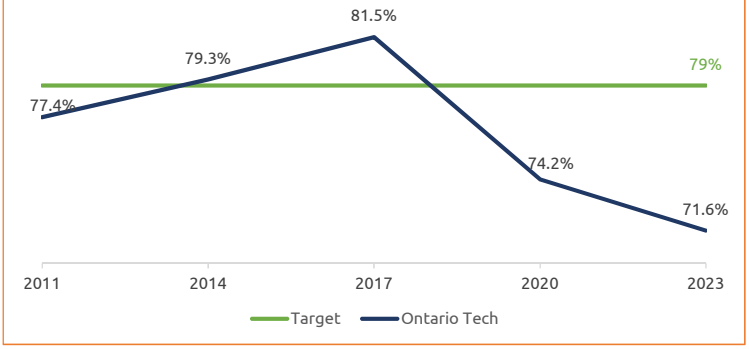
Ontario Tech University Metrics

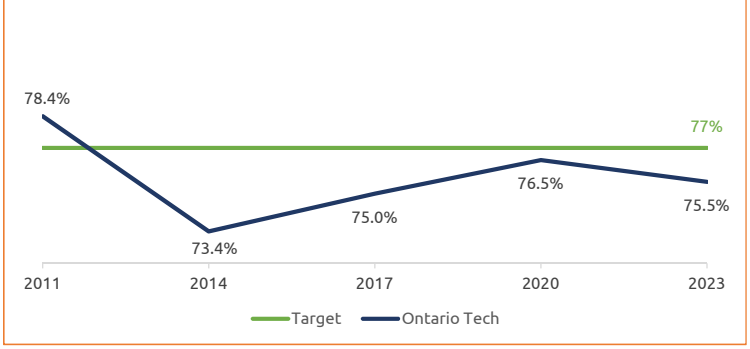
Return to Metrics Listing

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

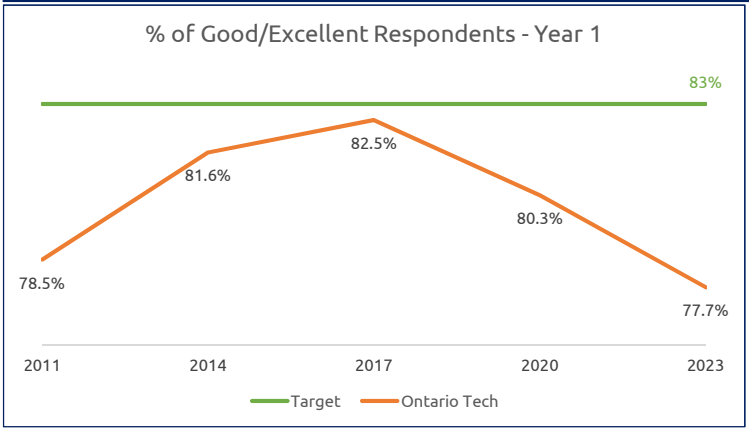
Target: Question 1 - Year 1: 79%, Year 4: 77%
Question 2 - Year 1: 83%, Year 4: 76% (based on Provincial Averages)

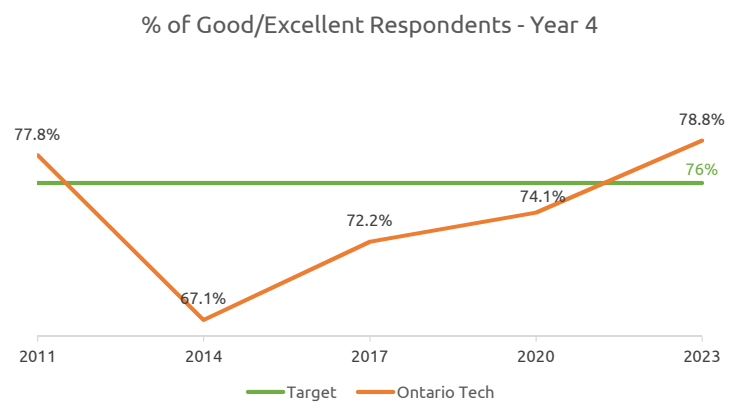
Question: How would you evaluate your entire educational experience at this institution?





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



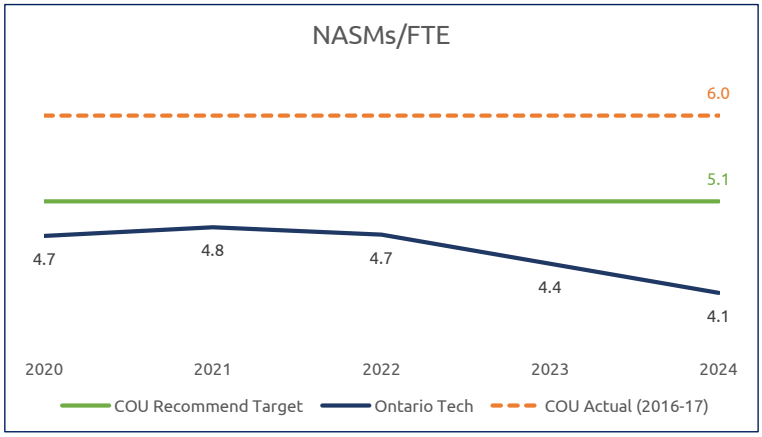


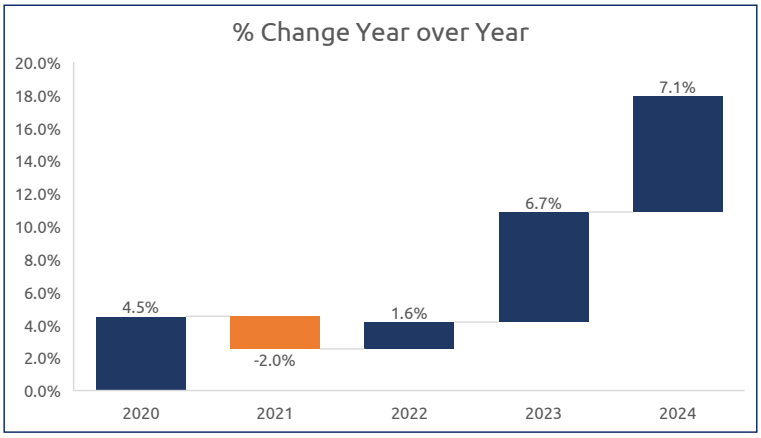
Ontario Tech University Metrics

Return to Metrics Listing

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

Target: COU Recommended Target of 5.1





Ontario Tech University Metrics

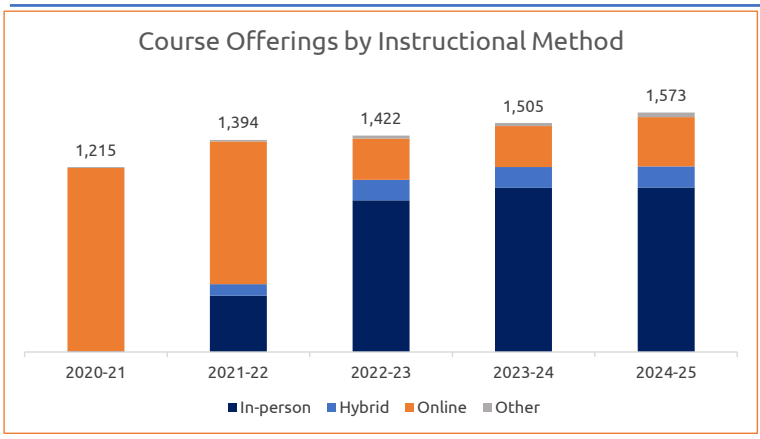
Return to Metrics Listing

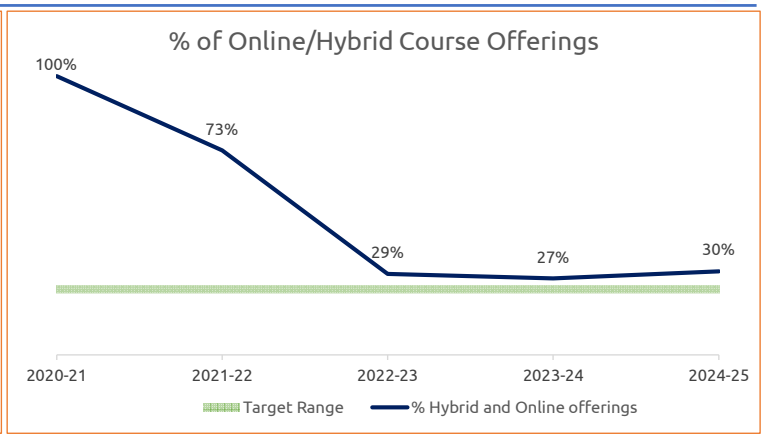
Metric: **Flexible course formats offered (online or hybrid)**

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%



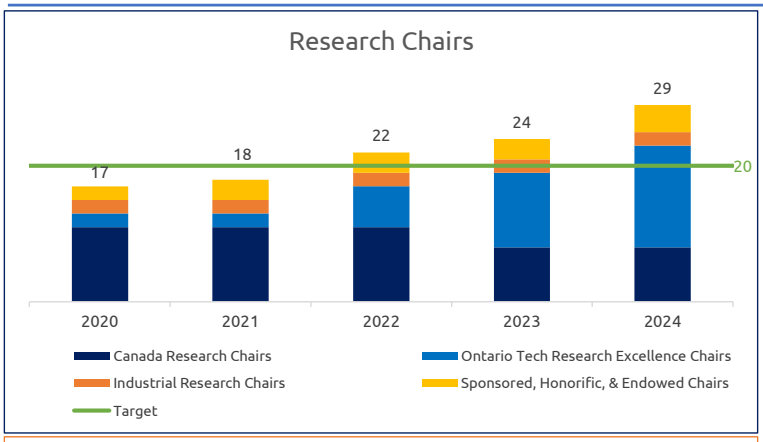


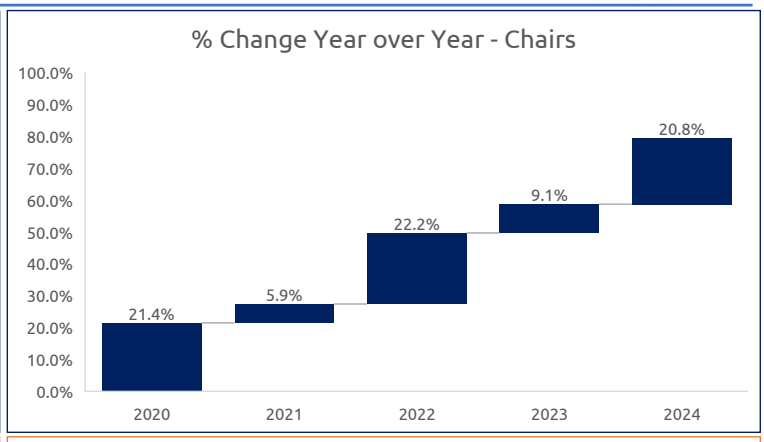
Ontario Tech University Metrics

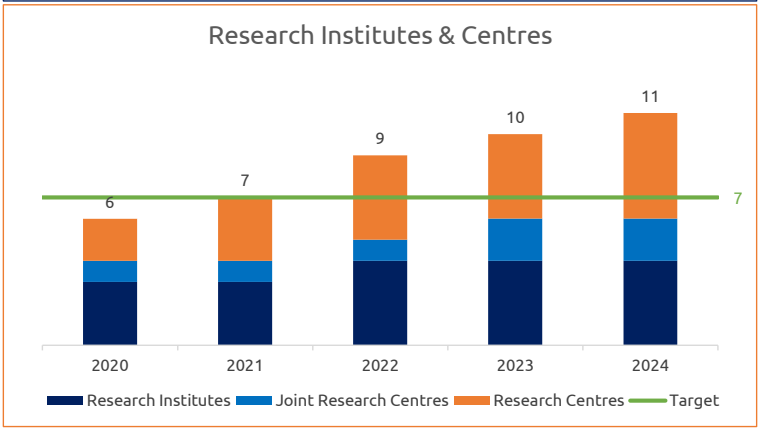
Return to Metrics Listing

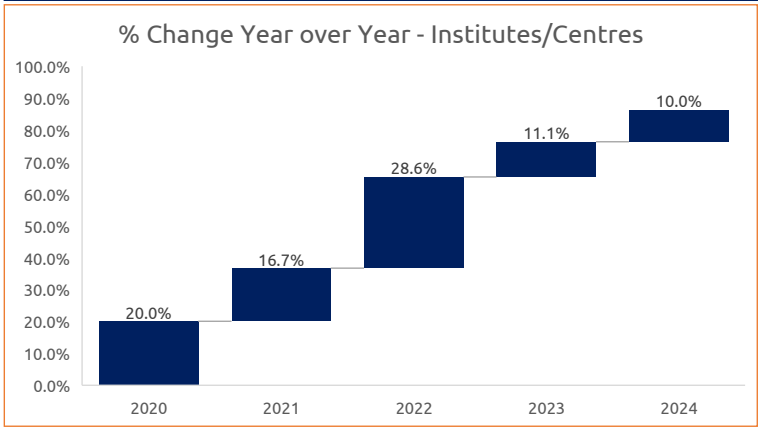
Metric: **Research Chairs & Institutes**
Definition: Count of Research Chairs, Institutes, and Centres, by year. Includes internal, CRC, and industry chairs.
Data Source: Office of Research Services

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









Ontario Tech University Metrics

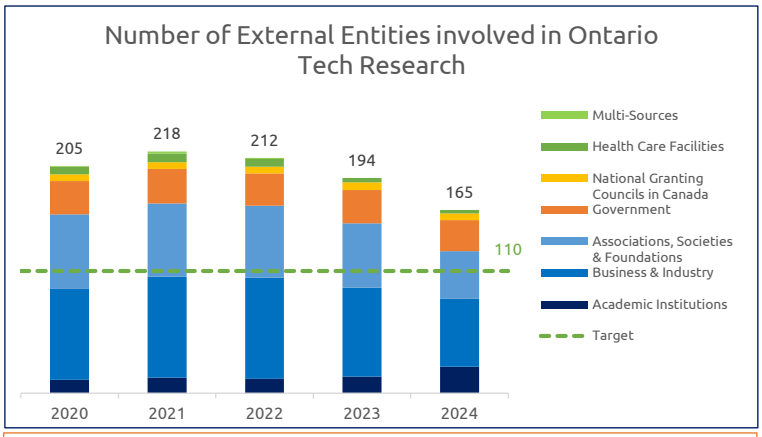
Return to Metrics Listing

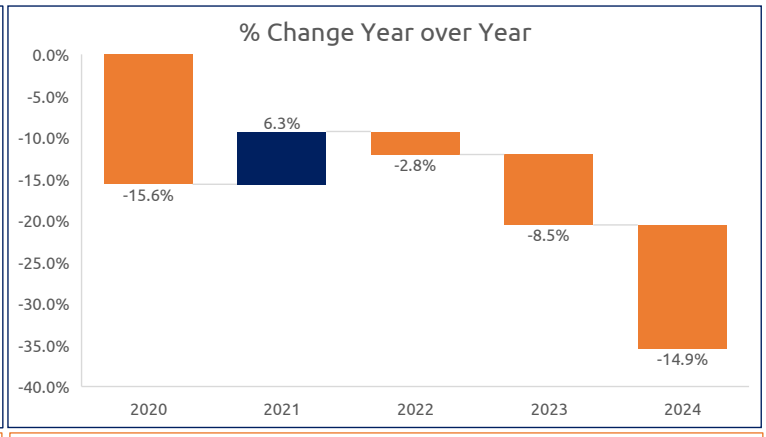
Metric: **Research Sponsorship**

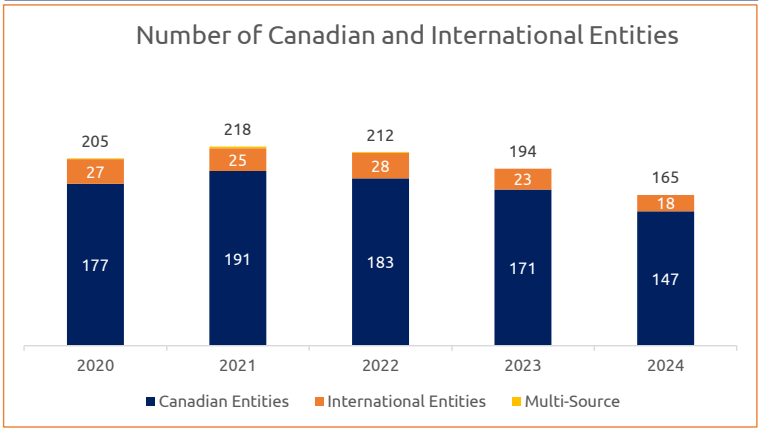
Definition: Count of external entities involved in sponsored research with Ontario Tech U. per fiscal year. Each entity is shown only once per year, regardless of how many projects they are involved in. However, an entity can be repeated in more than one fiscal year if they disbursed in more than one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

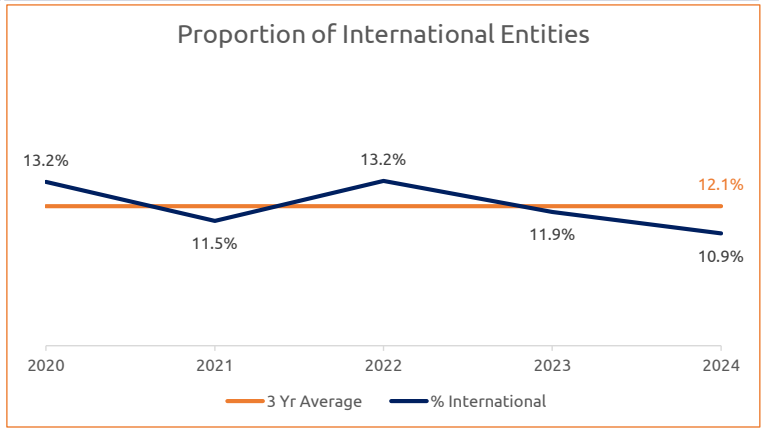
Data Source: Office of Research Services

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









Ontario Tech University Metrics

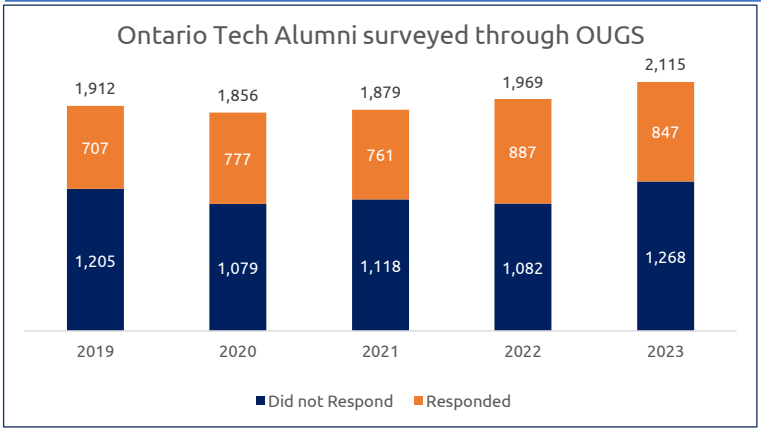
Return to Metrics Listing

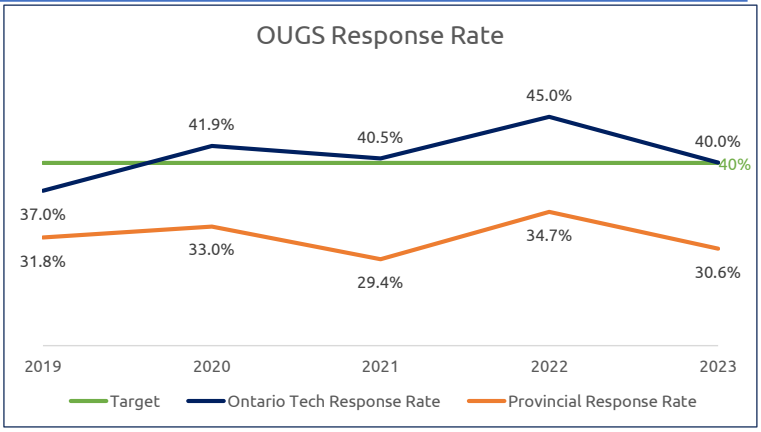
Metric: **Alumni Engagement**

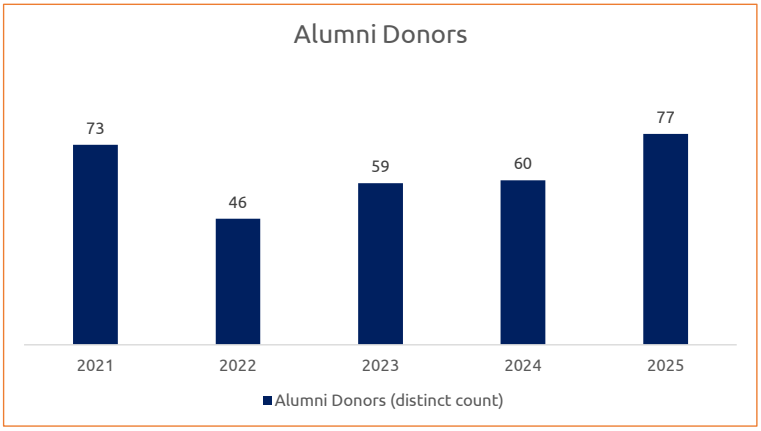
Definition: Proportion of eligible alumni who responded to Ontario University Graduate Survey (OUGS) (administered two years after graduating from an undergraduate or first professional degree program). Proportion of alumni donors per fiscal year (unique donors against rolling distinct count of total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

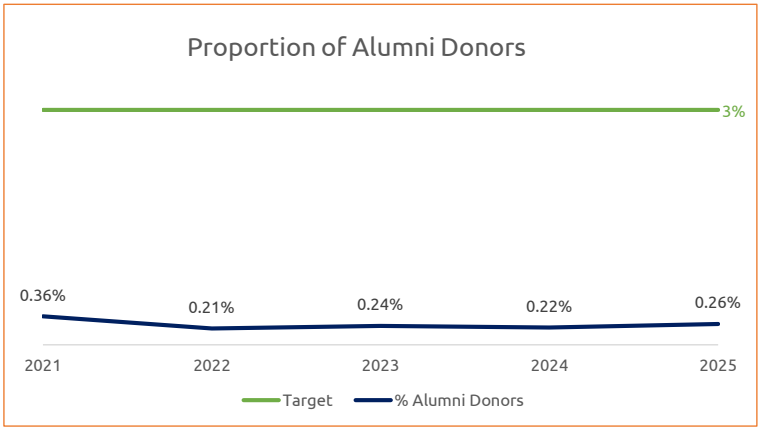
Data Source: OUGS survey response data, Student Graduation Reports, donor records maintained by the Advancement and Alumni Office

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









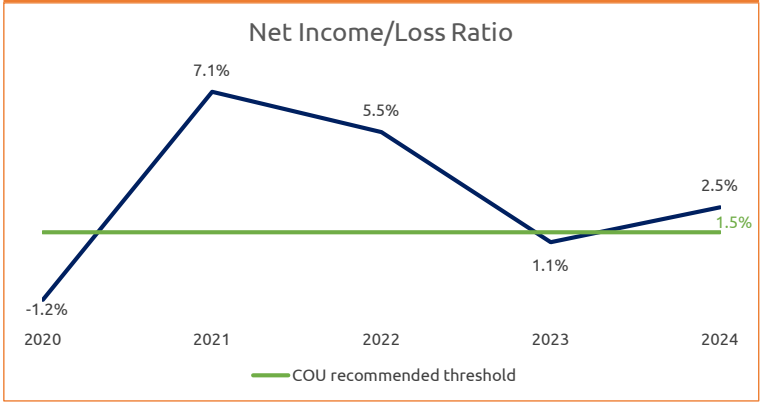
Ontario Tech University Metrics

Return to Metrics Listing

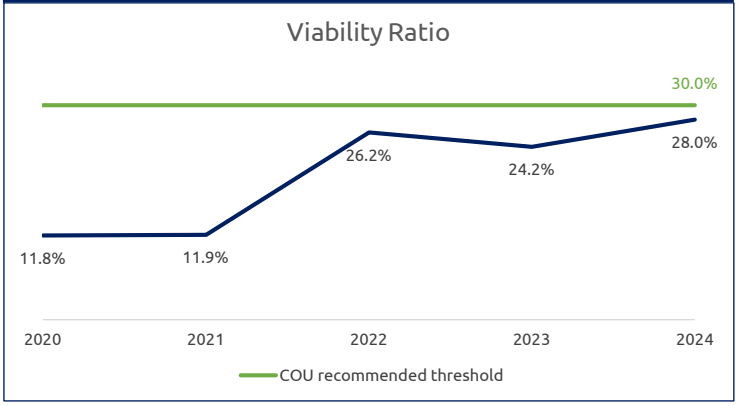
Metric: **Economic Stewardship**
Definition: As provided below
Data Source: Finance

Target: COU recommended thresholds.
Net Income/Loss Ratio: < 1.5%
Primary Reserve Ratio: < 30
Viability Ratio: < 30%
Net Operating Revenues Ratio: < 2.0%

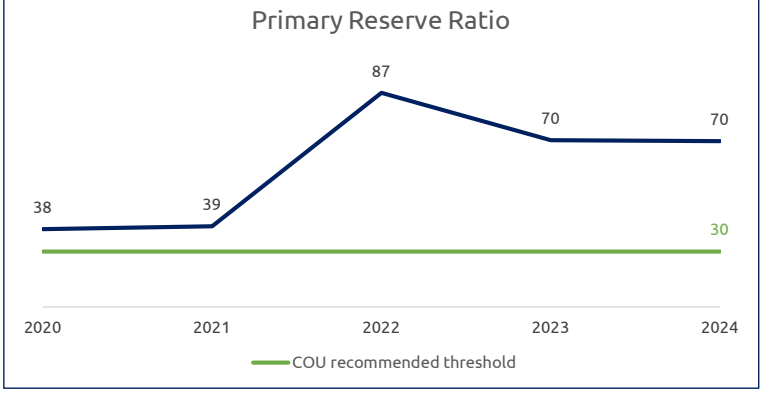
The Net Income/Loss Ratio measures the percentage of revenues that contributes to net assets. The objective of this ratio is to track trends in net earnings.



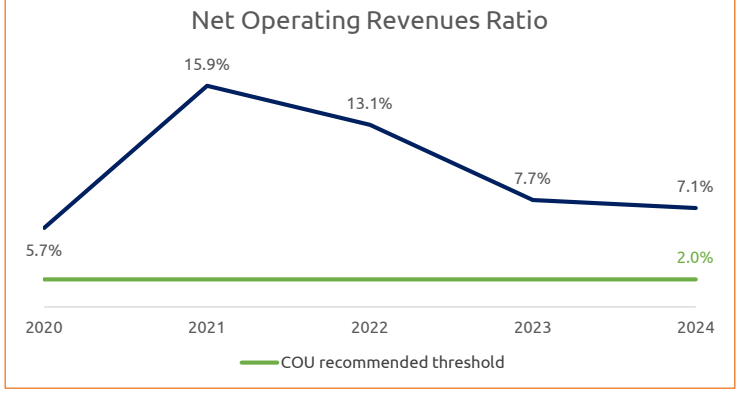
The Viability Ratio is a basic determinant of an institution's financial health, as it provides an indication of the funds on hand that can be used should an institution need to settle its long-term obligations.



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

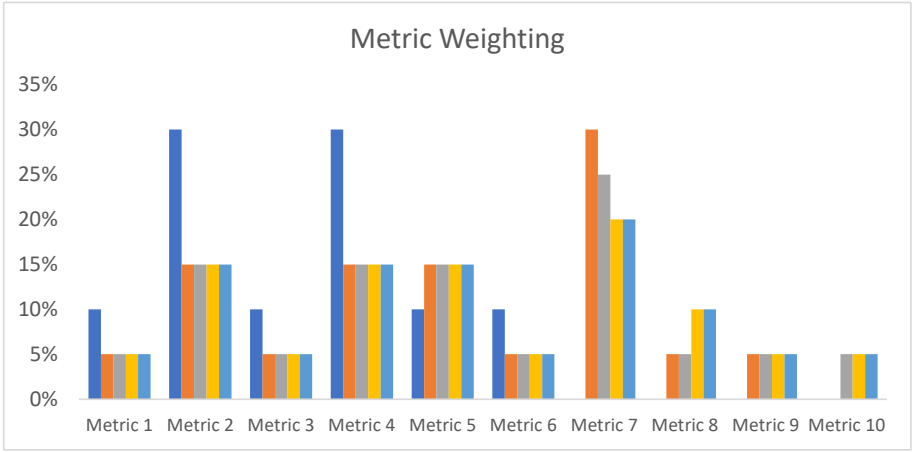
OntarioTech UNIVERSITY

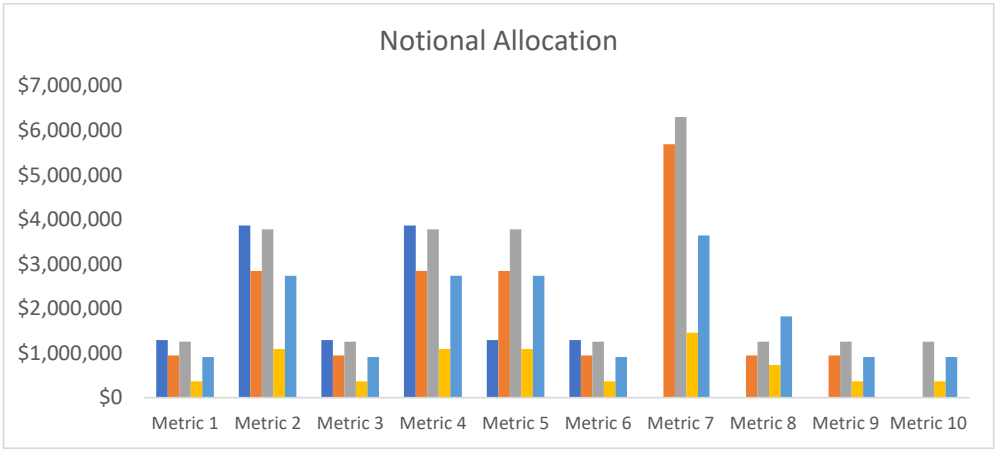
Ontario
Ministry of Colleges, Universities, Research Excellence and Security

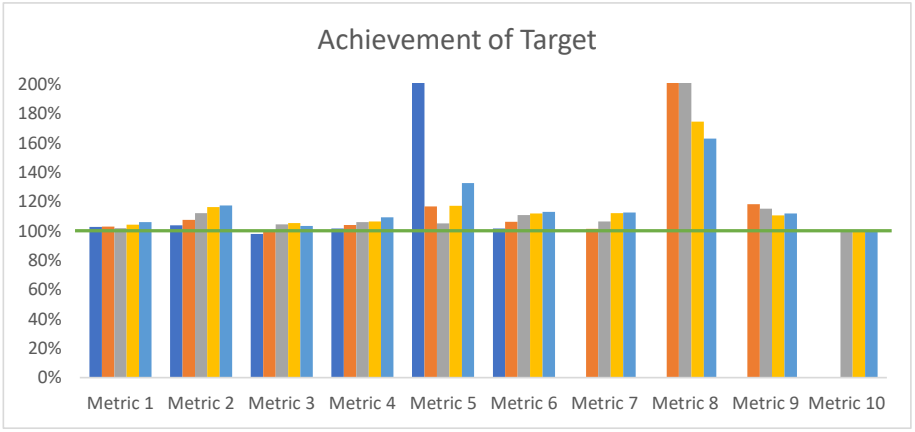
SMA Dashboard - Year 5 Reporting

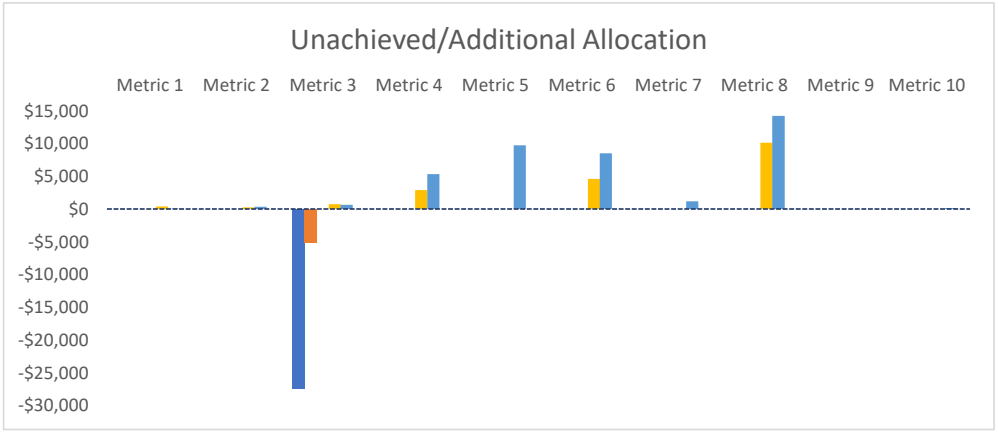
2020-21 2021-22 2022-23 2023-24 2024-25

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

Ontario
Ministry of Colleges, Universities, Research Excellence and Security

SMA Dashboard - Metric 1

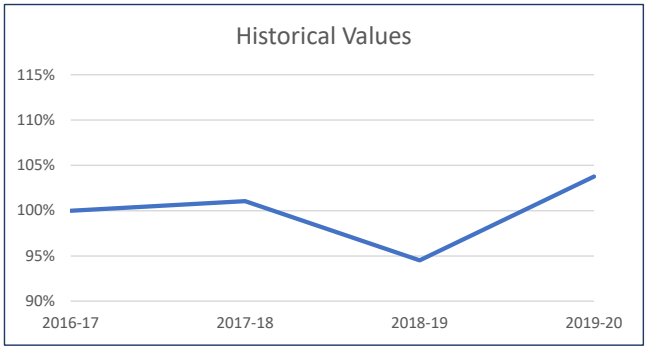
Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources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

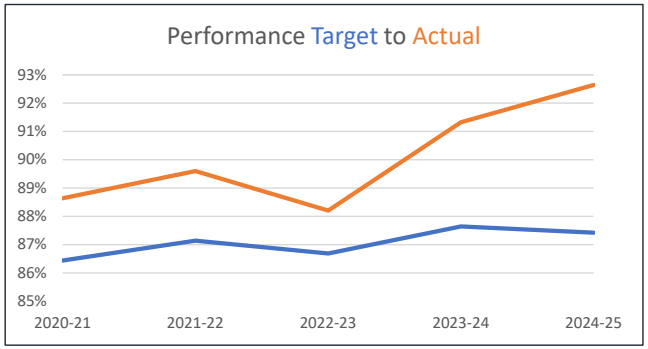
Definition

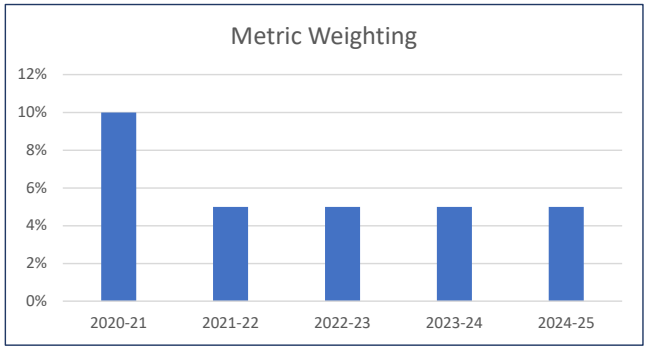
Proportion of graduates of undergraduate (bachelor or first professional degree) programs employed full-time who consider their jobs either "closely" or "somewhat" related to the skills they developed in their university program, two years after graduation.

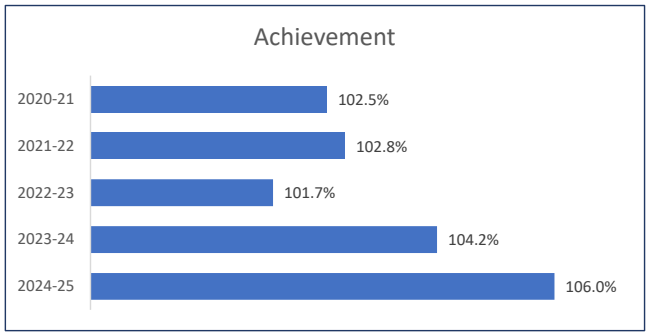
Data Source

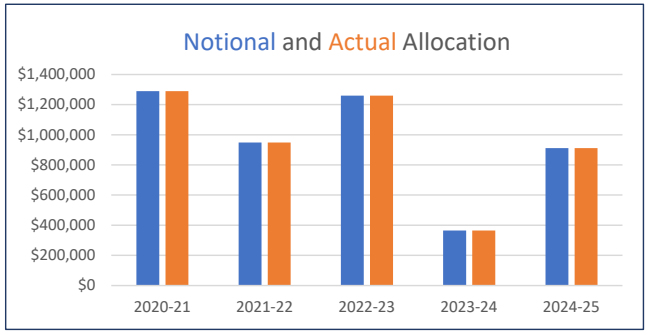
MCU Ontario University Graduate Survey (OUGS)

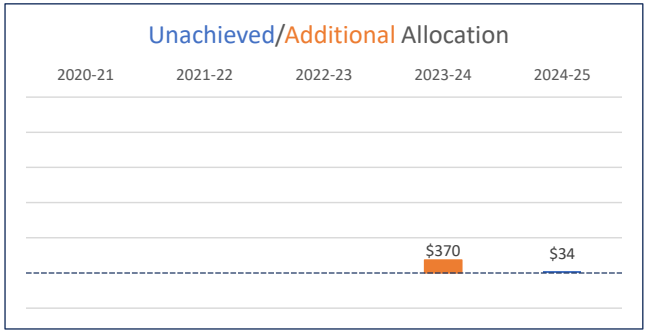












Note: Metrics 1-6 active during Year 1 (2020-21)
Metrics 1-9 active during Year 2 (2021-22)
Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

SMA Dashboard - Metric 2

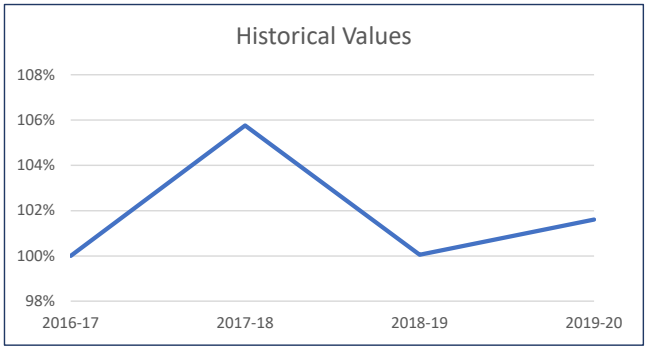
Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources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

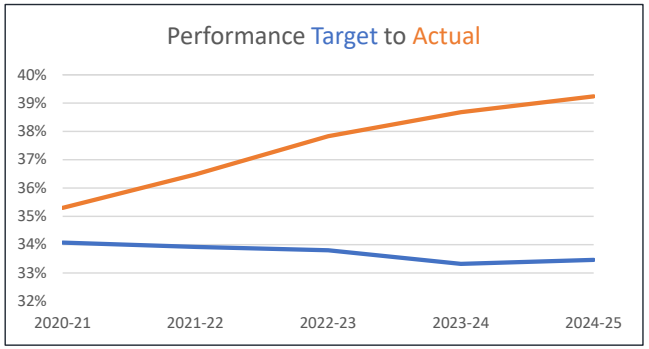
Definition

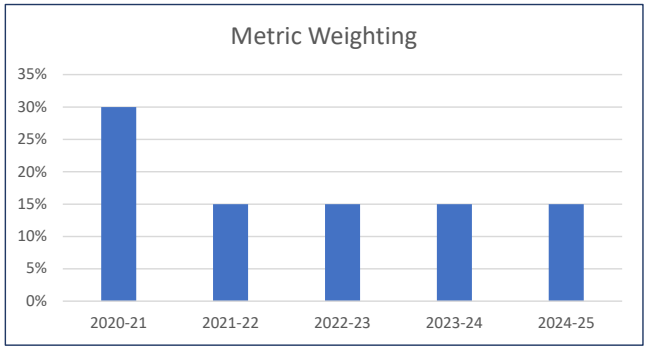
Proportion of enrolment in an institution's program area(s) of strength.

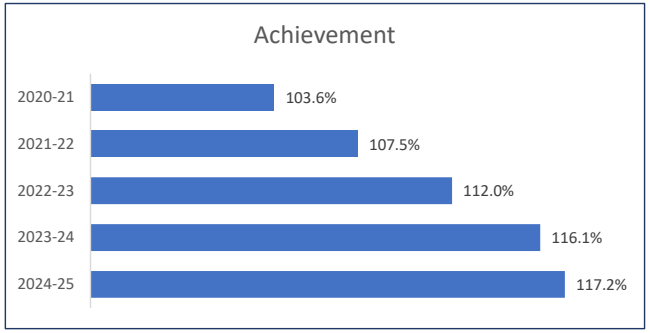
Data Source

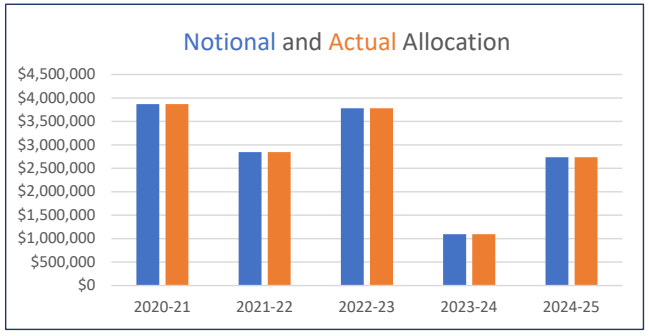
University Statistical and Enrolment Report (USER), Enrolment data collection

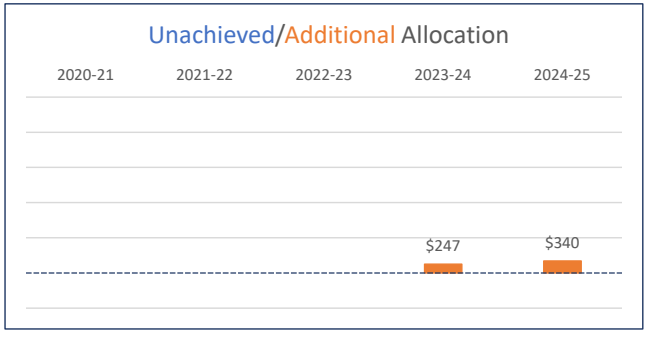












Note: Metrics 1-6 active during Year 1 (2020-21)
Metrics 1-9 active during Year 2 (2021-22)
Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

SMA Dashboard - Metric 3

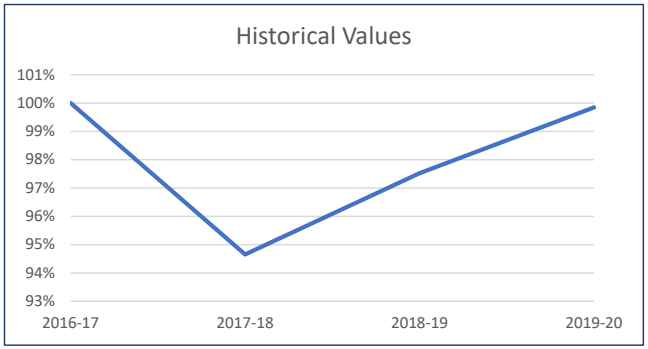
Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources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

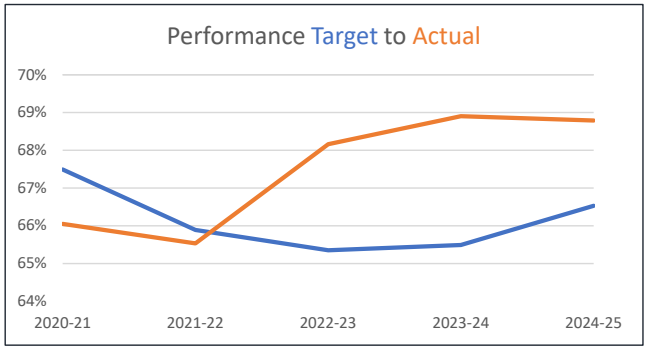
Definition

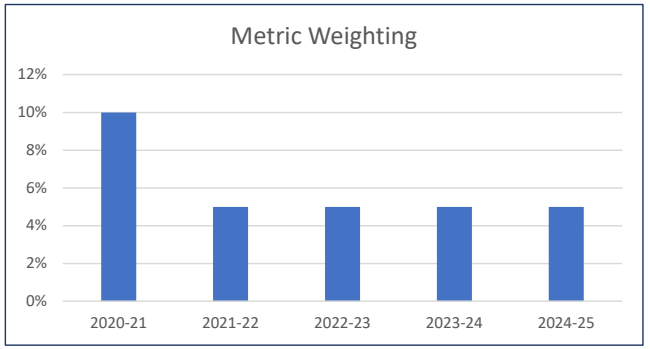
Proportion of all new, full-time, year one university students of undergraduate (bachelor or first professional degree) programs who commenced their study in a given fall term and graduated from the same institution within 7 years.

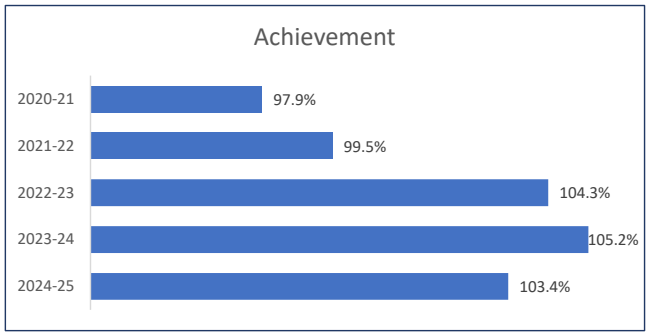
Data Source

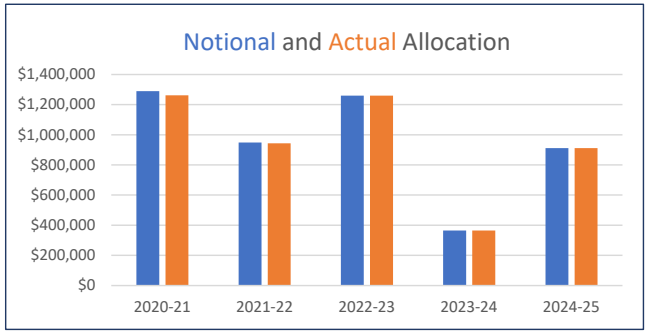
University Statistical and Enrolment Report (USER) - Enrolment and Degrees Awarded data collections

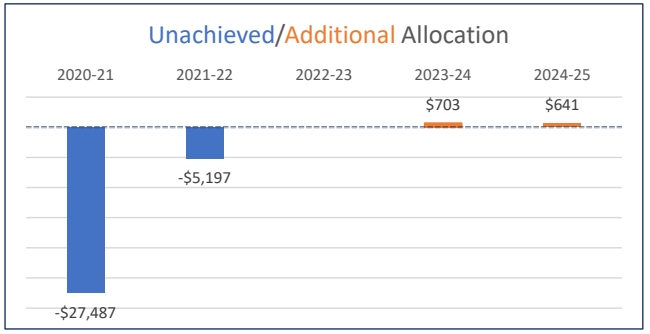












Note: Metrics 1-6 active during Year 1 (2020-21)
Metrics 1-9 active during Year 2 (2021-22)
Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

Ontario
Ministry of Colleges, Universities, Research Excellence and Security

SMA Dashboard - Metric 4

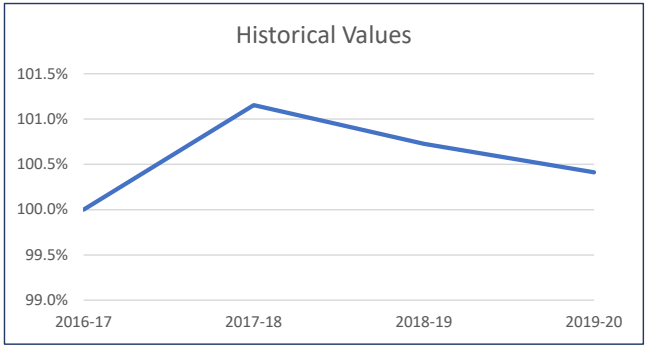
Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources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

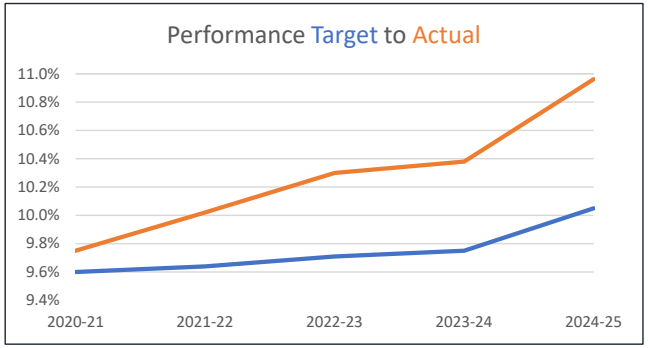
Definition

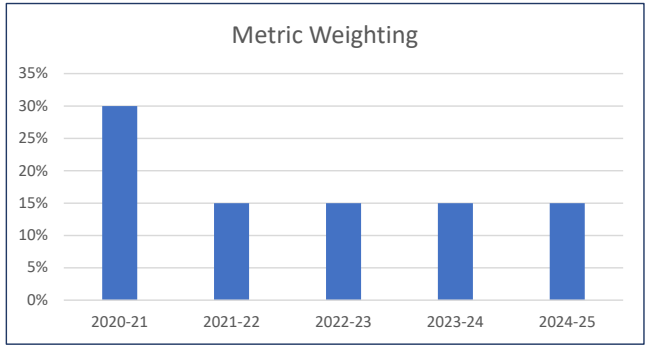
Institutional enrolment share in the population of the city (cities)/town(s) in which the institution is located.

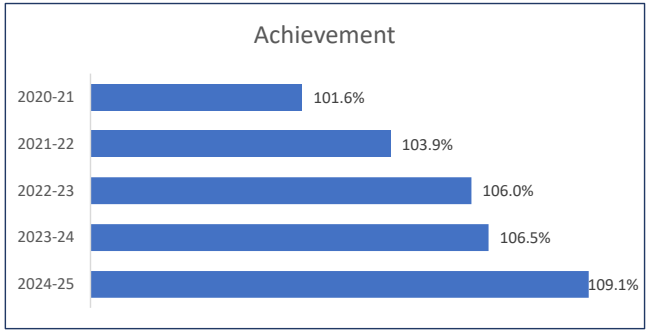
Data Source

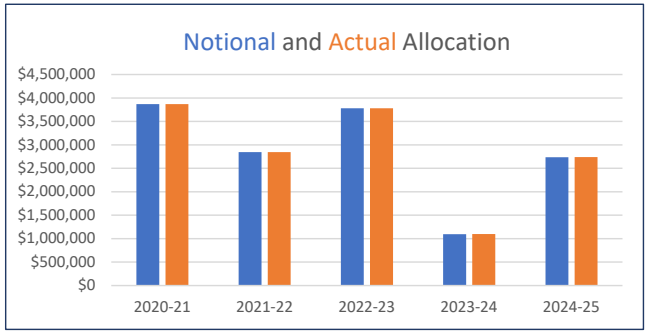
University Statistical Enrolment Report (USER), Enrolment data collection; Census Data (Statistics Canada)

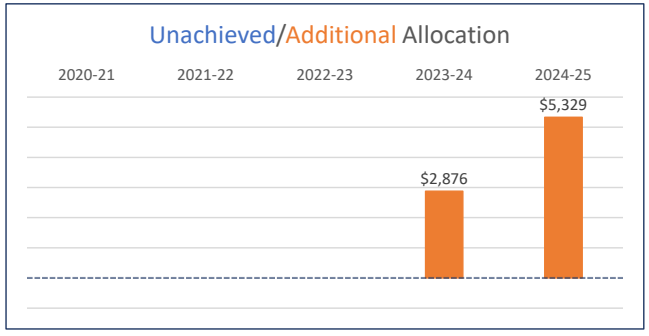












Note: Metrics 1-6 active during Year 1 (2020-21)
Metrics 1-9 active during Year 2 (2021-22)
Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

Ontario Ministry of Colleges, Universities, Research Excellence and Security

SMA Dashboard - Metric 5

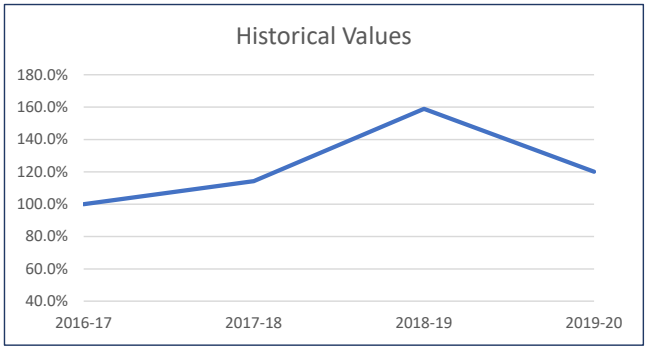
Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources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

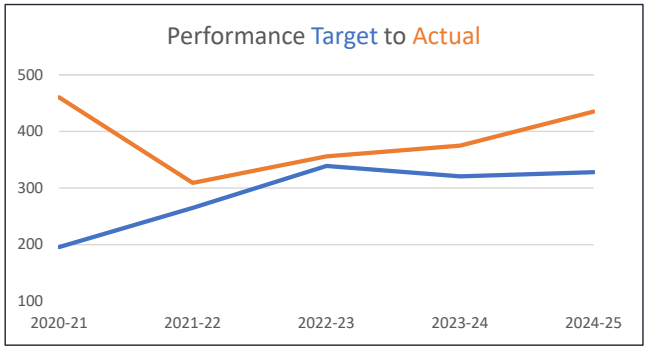
Definition

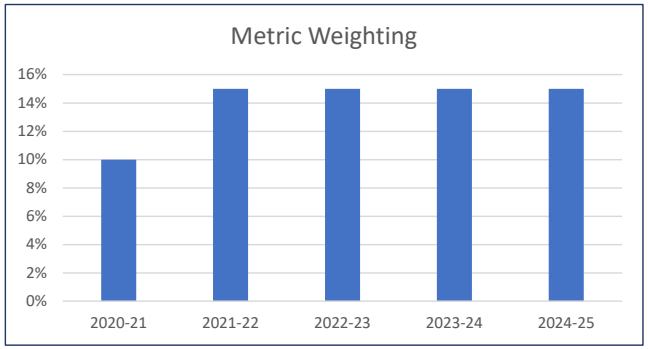
The number of assessment-based student work-related placements in Durham/Northumberland Region.

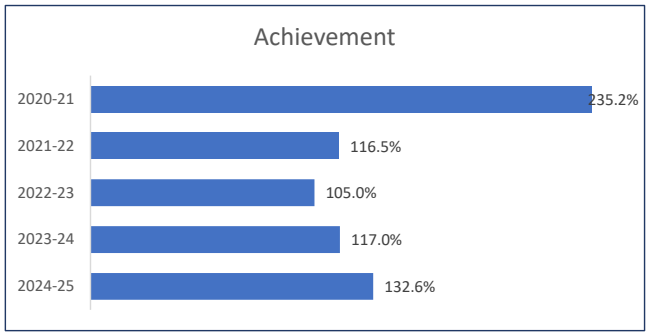
Data Source

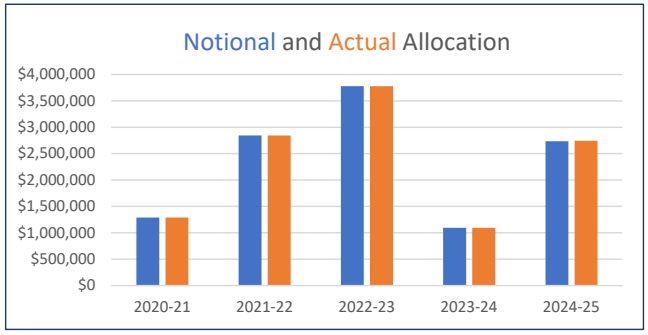
Institutional Experiential Learning Database

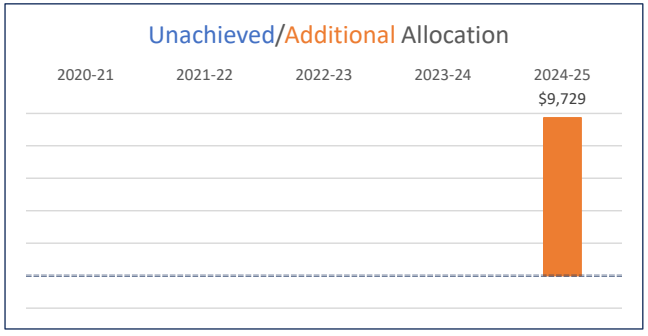












Note: Metrics 1-6 active during Year 1 (2020-21)
Metrics 1-9 active during Year 2 (2021-22)
Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

SMA Dashboard - Metric 6

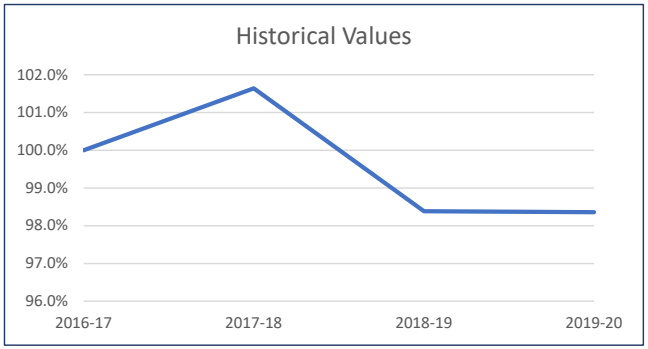
Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources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

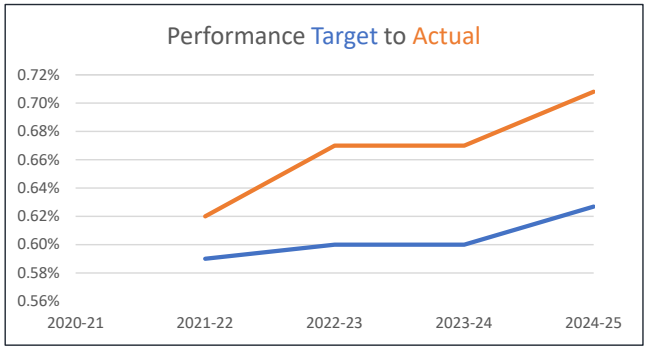
Definition

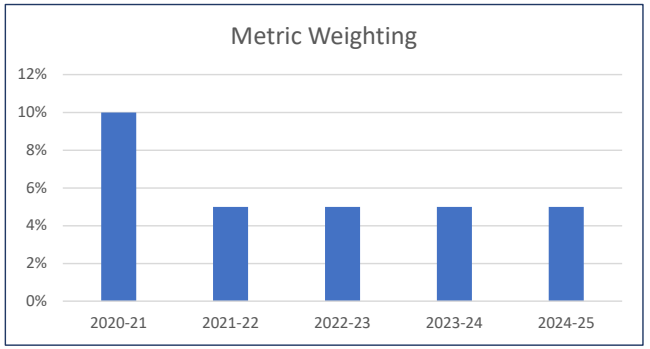
Amount of funding received by university from federal research granting agencies and proportion of total Tri-Agency funding received by Ontario universities.

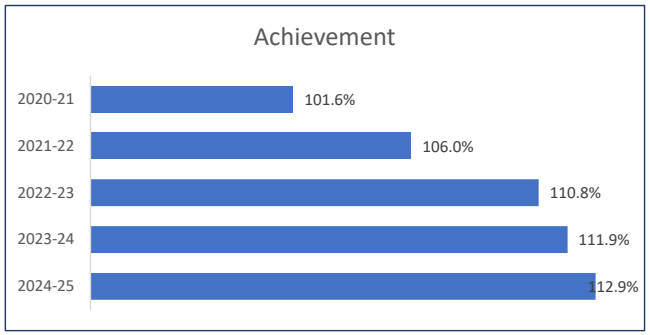
Data Source

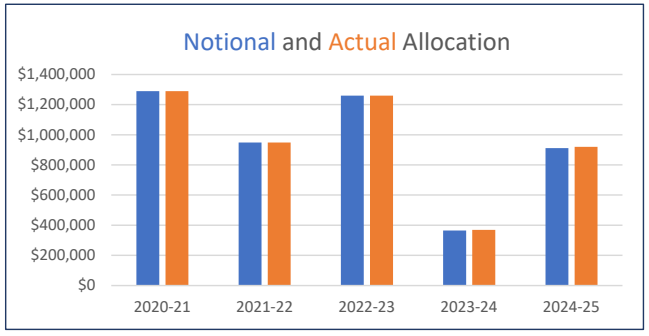
Research Support Program, The Tri-Agency Institutional Programs Secretariat (TIPS)

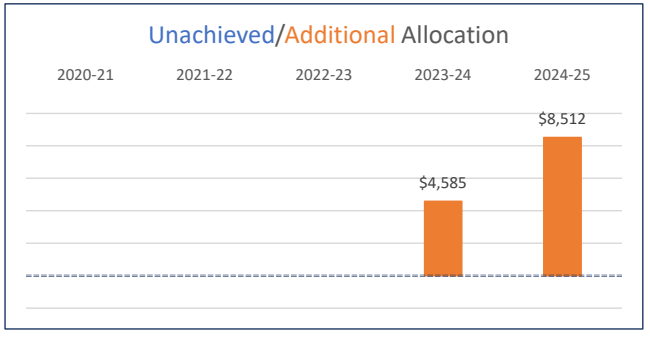












Note: Metrics 1-6 active during Year 1 (2020-21)
Metrics 1-9 active during Year 2 (2021-22)
Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

Ontario
Ministry of Colleges, Universities, Research Excellence and Security

SMA Dashboard - Metric 7

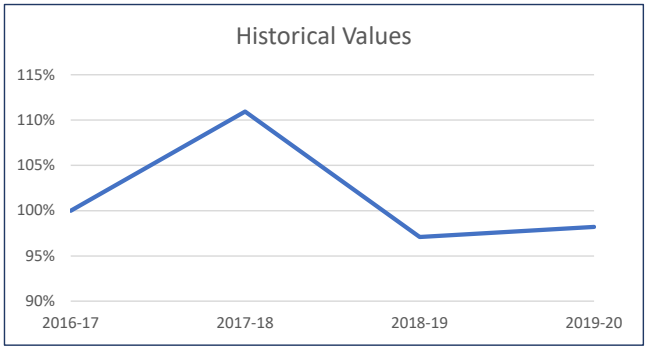
Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources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

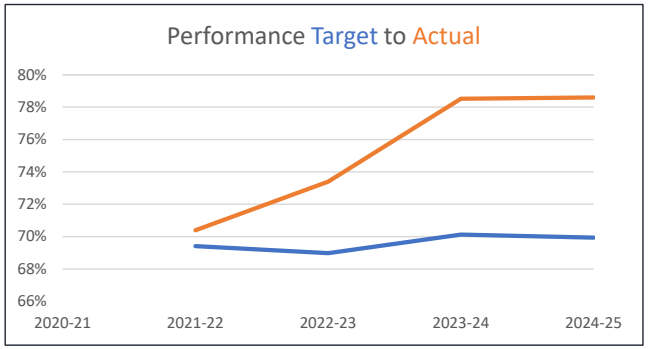
Definition

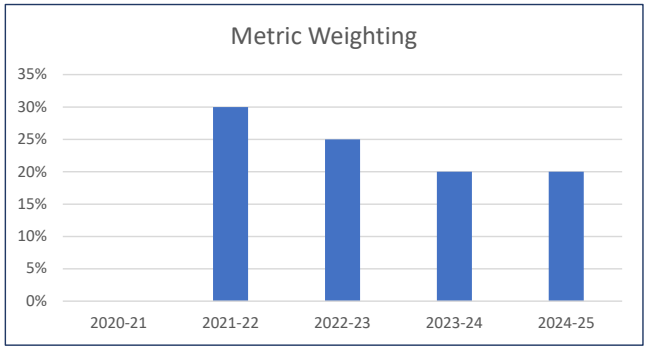
Number and proportion of graduates in undergraduate programs, who participated in at least one course with required Experiential Learning (EL) component(s).

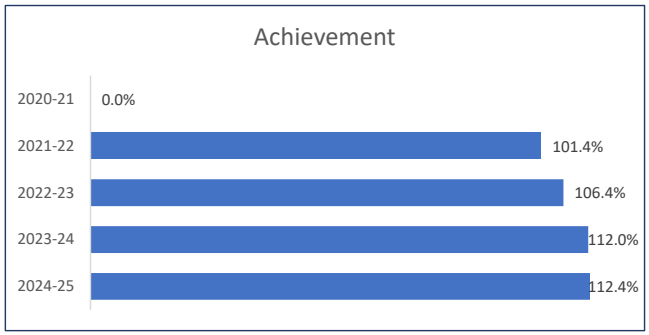
Data Source

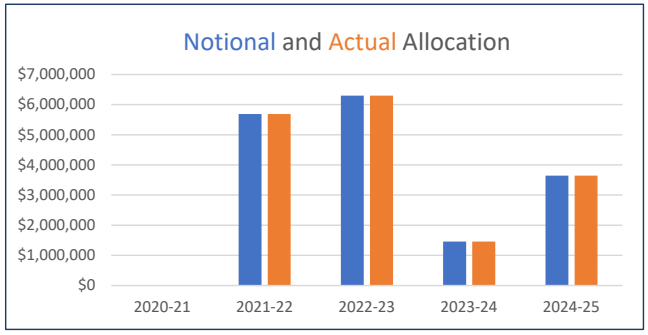
Institutional data

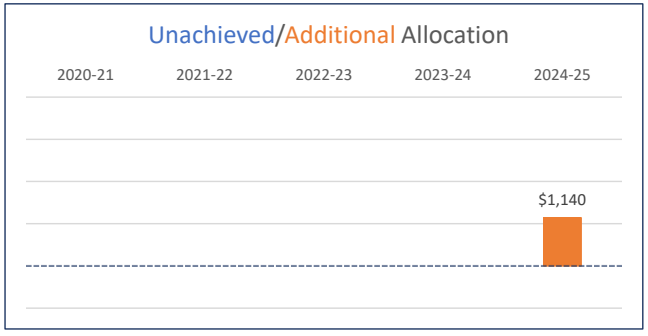












Note: Metrics 1-6 active during Year 1 (2020-21)
Metrics 1-9 active during Year 2 (2021-22)
Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

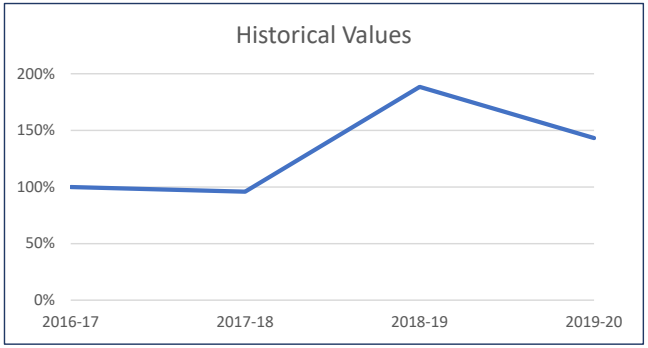
Ontario
Ministry of Colleges, Universities, Research Excellence and Security

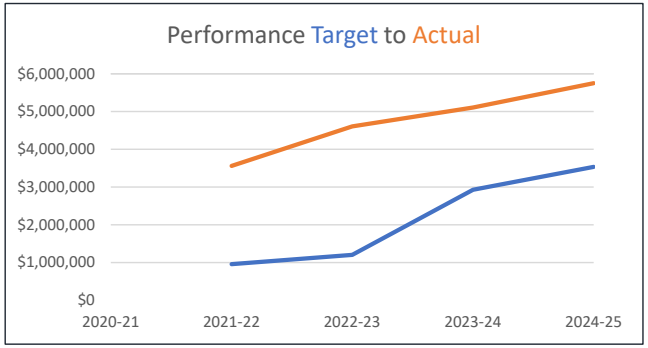
SMA Dashboard - Metric 8

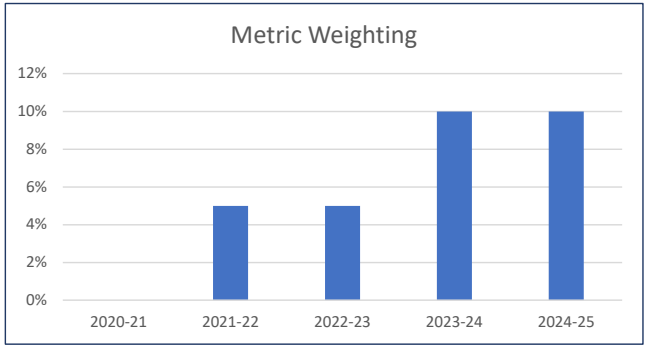
Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	**Research Revenue Attracted from Private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

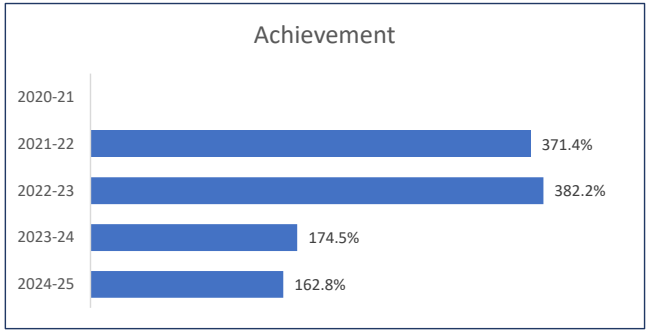
Definition
Total research revenue attracted from private sector and not-for-profit sources

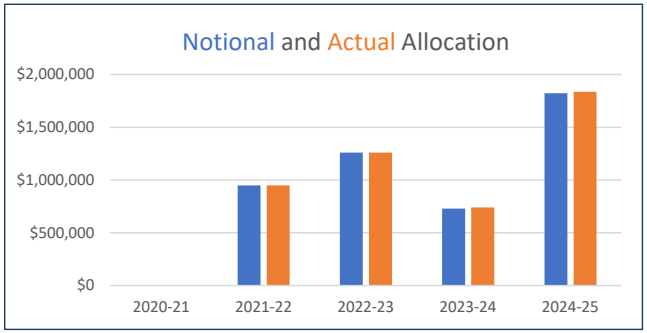
Data Source
Council of Ontario Finance Officers (COFO)

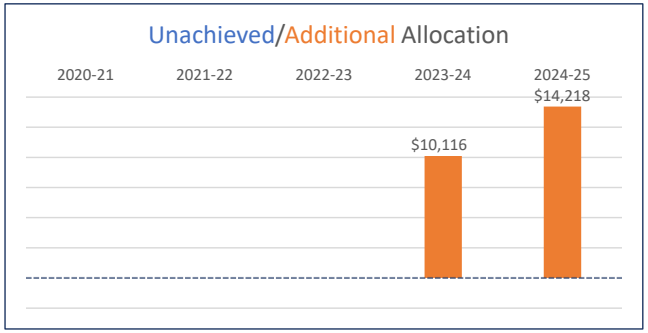












Note: Metrics 1-6 active during Year 1 (2020-21)
Metrics 1-9 active during Year 2 (2021-22)
Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

SMA Dashboard - Metric 9

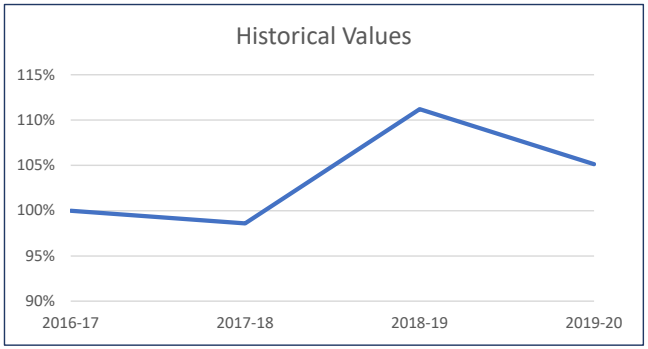
Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources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

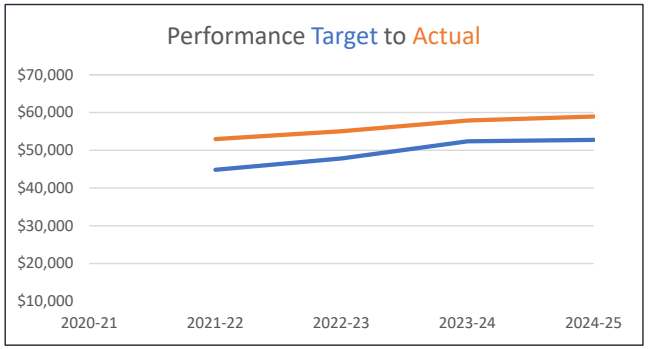
Definition

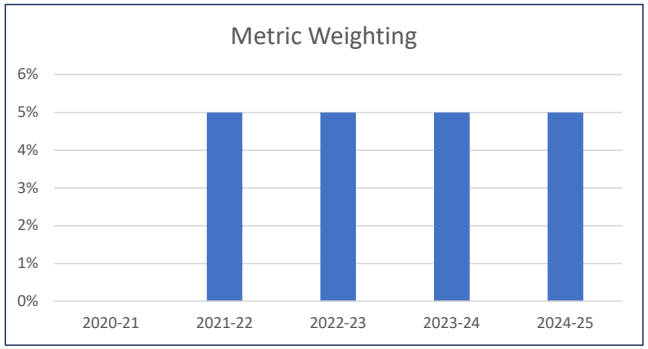
Median employment earnings of university graduates, two years after graduation.

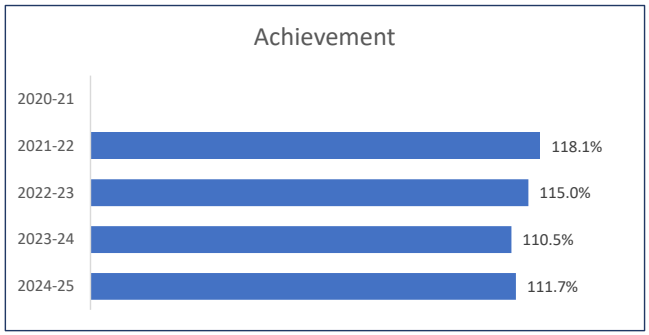
Data Source

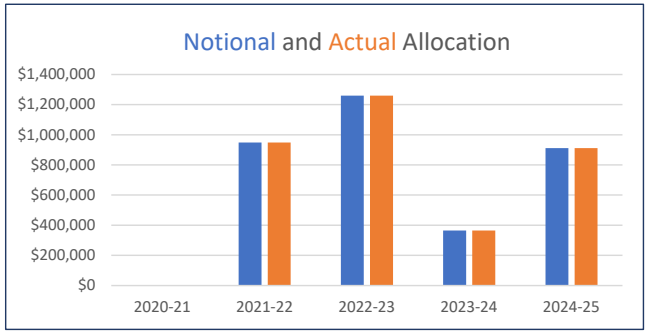
Education and Labour Market Longitudinal Platform (ELMLP), Statistics Canada

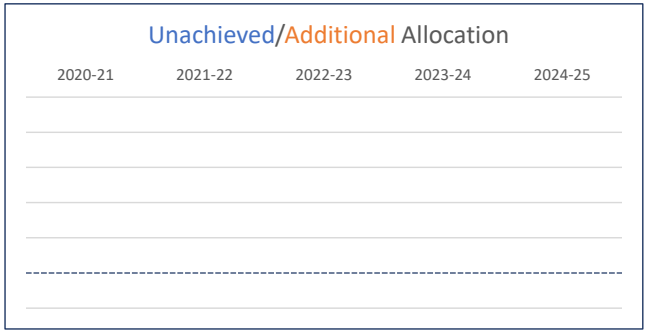












Note: Metrics 1-6 active during Year 1 (2020-21)
Metrics 1-9 active during Year 2 (2021-22)
Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

SMA Dashboard - Metric 10

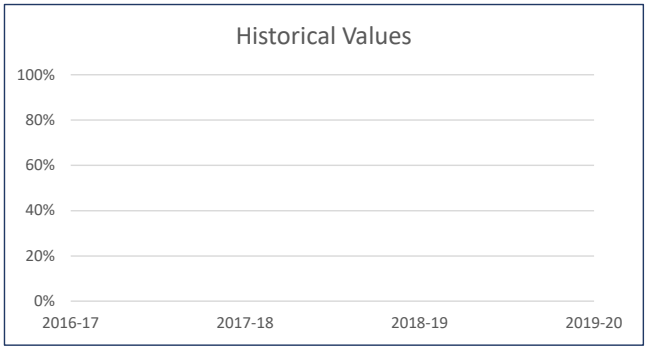
Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources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

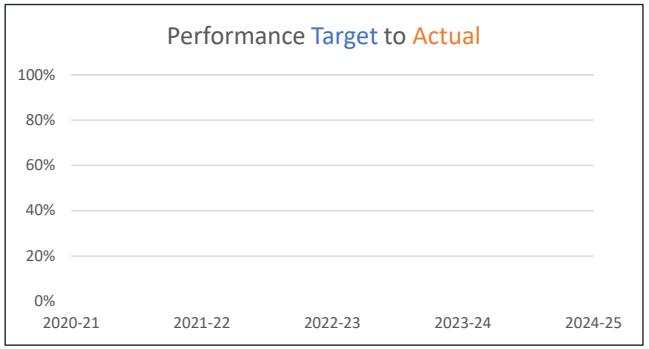
Definition

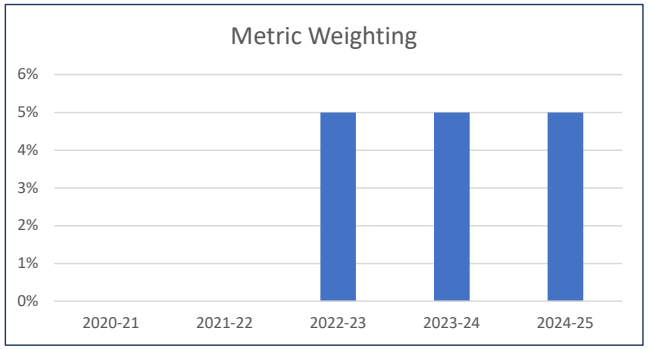
Proportion of graduates of undergraduate (bachelor or first professional degree) programs who consider the skills they developed to be, "Quite a bit" or "Very much" attributed to their university program.

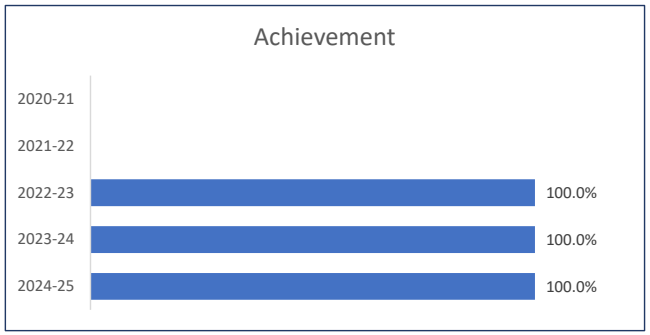
Data Source

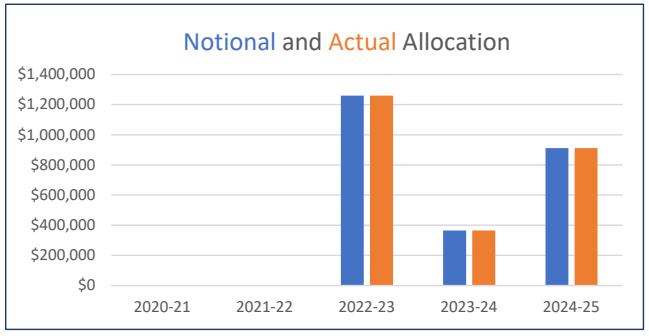
2023 NSSE Q18 (Senior Year Students) for SMA3 Yr4, Internal Graduation Survey Q1 for SMA3 Yr5

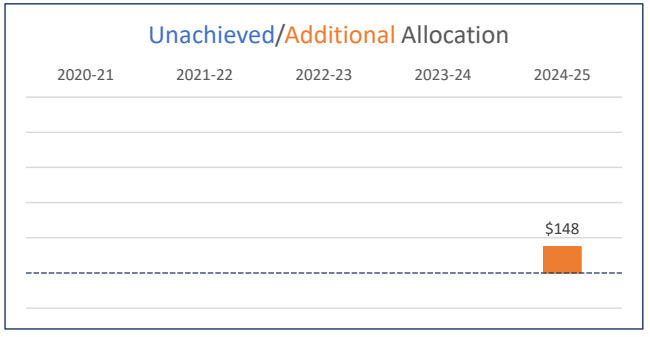








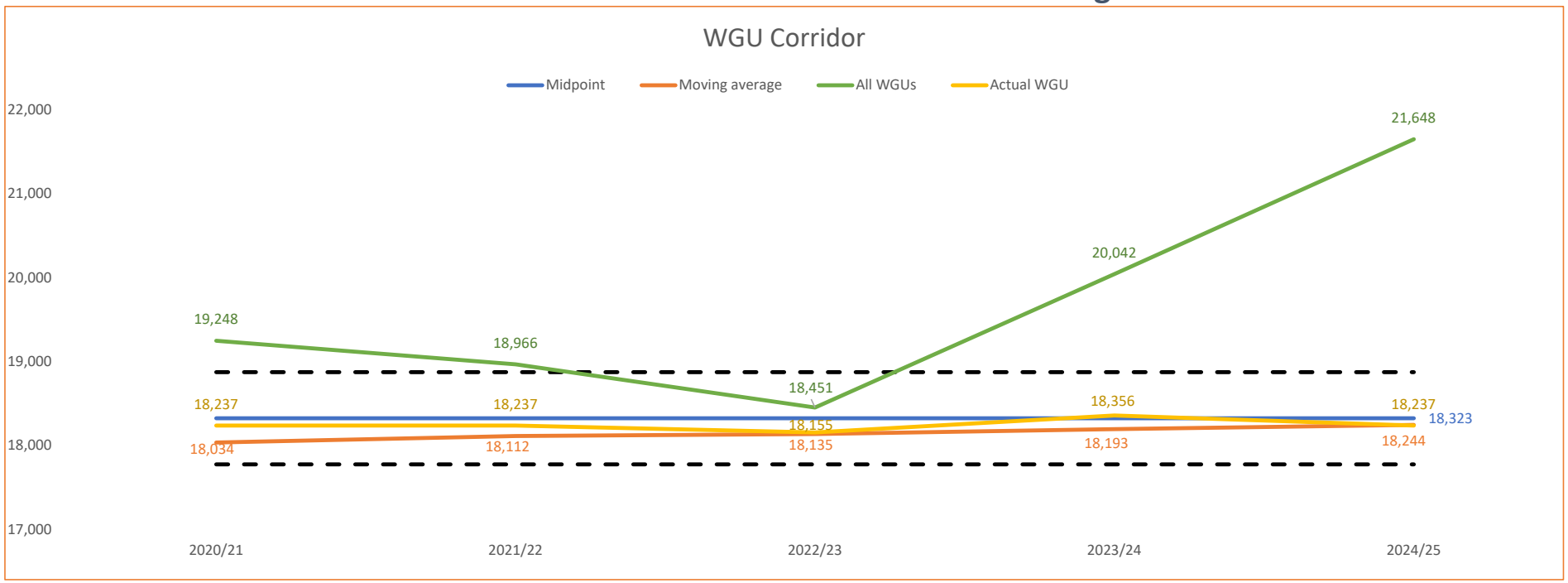


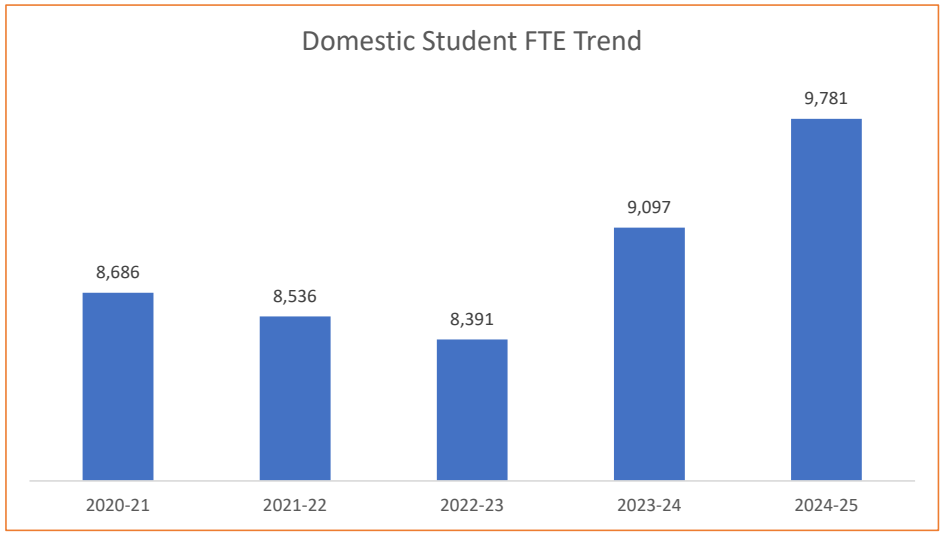


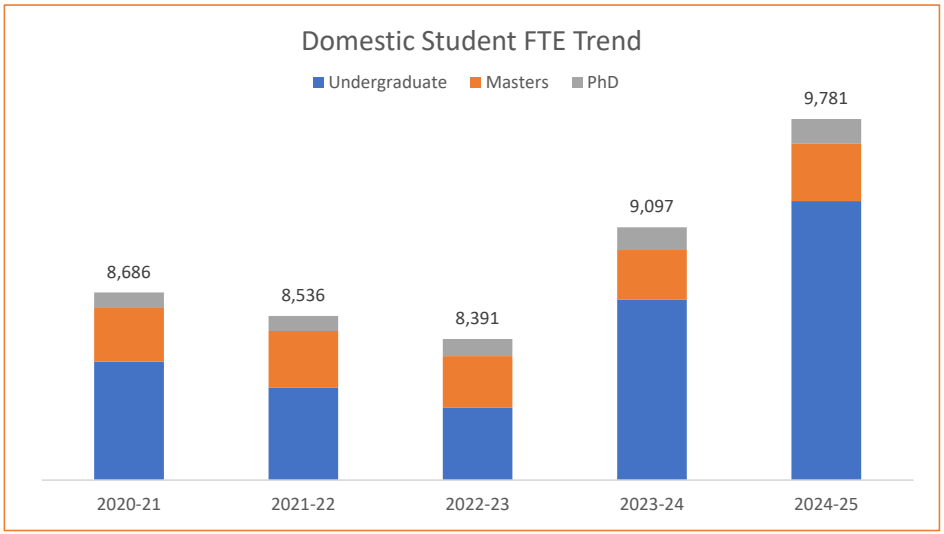
Note: Metrics 1-6 active during Year 1 (2020-21)
Metrics 1-9 active during Year 2 (2021-22)
Metrics 1-10 active during Year 3 (2022-23) and forward
(Metrics 10: Skills & Competencies metric began in Fall 2022, as such there is no data prior to this year to report.)

Data not appearing indicates full allocation achieved

MCURES Enroment Based - Corridor Funding







OntarioTech UNIVERSITY

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

COMMITTEE REPORT

SESSION:		ACTION REQUESTED:	
Public	☒	Decision	☐
Non-Public	☐	Discussion/Direction	☐
		Information	☒

TO: Board Strategy and Planning Committee

DATE: June 12, 2025

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

SUBJECT: 2024-25 Quality Assurance Process & Program Annual Report

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

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

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

ALIGNMENT WITH MISSION, VISION, VALUES & STRATEGIC PLAN:
Supporting program innovations, new programs, and cyclical program review processes ensures program quality at the University is in keeping with the priorities in the Integrated Academic and Research Plan.

SUPPORTING REFERENCE MATERIALS:
2024-25 Quality Assurance Process & Program Annual Report

Quality Assurance Process and Program Annual Report

April 2024 – March 2025

Centre for Institutional Quality Enhancement (CIQE)

Introduction

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

The past year has seen significant development of new programs and changes to existing programs in support of the Differentiated Growth strategy of the University. CIQE continues to support this strategy and the work of Faculties and Units as they create innovative and flexible course offerings and programs. As part of our ongoing continuous improvement efforts, CIQE has worked collaboratively with other units to evolve existing processes and develop new tools and resources to support our partners. This year in particular saw significant collaboration with Teaching and Learning, the Library, Information Technology Services, the School of Graduate and Postdoctoral Studies, the Office of Institutional Research and Analysis, and the Office of the Registrar to complete and initiate a number of projects, including:

- The creation of a Cyclical Program Review Workflow tracking report
- Updates to how program learning outcomes are developed and reviewed
- The development of a new Google Classroom interface for Cyclical Program Review teams

These projects aim to make quality enhancement processes more efficient and transparent, and to provide innovative tools and reports to assist with program development and revision. CIQE also continues its advocacy work with the Quality Council to challenge administratively burdensome procedures and decrease the time to approval for new programs.

CIQE is pleased to submit to Academic Council and the Board of Governors its Quality Assurance Process and Program Annual Report which provides a snapshot of quality frameworks and enhancements, continuous improvement efforts, academic program development, and a summary of the status of Ministry approvals of Ontario Tech programs from 1 April 2024 to 31 March 2025.

Contents

1 Internal University Processes 3

1.1 Notice of Intent 3

1.2 Minor Curricular Changes 3

1.3 Minor Program Adjustments 4

2 External Approval Processes: The Ontario Universities Council on Quality Assurance (Quality Council) and the Ministry of Colleges, Universities, Research Excellence and Security (Ministry) 4

2.1 New Program Approvals 4

2.2 Expedited Reviews 5

2.3 Major Modifications (Program Renewal and Significant Change) 5

2.4 Submission to the Ministry 5

3 Continuous Improvement 6

3.1 Cyclical Program Reviews 6

3.2 Cyclical Audit 7

4 Follow-Up Processes 8

4.1 New Program Monitoring 8

4.2 CPR Follow-Up: 18-month Reports 8

5 Summary 9

1 Internal University Processes

1.1 Notice of Intent

All new diploma and degree programs require a Notice of Intent (NOI) to be submitted for approval by the Provost prior to development of a full program proposal. In 2025 a project initiation process was created to assist new program proponents with their project ideas and completion of the NOI. In addition to reducing administrative burden throughout the development of the new program, this new process has identified opportunities for efficiencies, such as the decision to offer new specializations and pathways in place of new degree programs, which dramatically reduces the time from ideation to launch.

The new project initiation process was completed for four programs, including a joint Bachelor of Arts/Bachelor of IT (BA/BIT) in Games, Creative Industries, and Society; Graduate programs in Gaming, and Translational and Computational Neuroscience; and the Bachelor of Engineering in AI Engineering. The BA/BIT conversation resulted in a decision to develop exciting new specializations in lieu of developing a new degree at this time.

This reporting year, there were five new Notices of Intent submitted, listed in Table 1.1. Submission of the full new program proposal to Academic Council must be completed within two years of the NOI approval. Further information about the new program development process is available here.

Table 1.1 Notice of Intent - Internal Progress

Program	Notice of Intent Approved
Bachelor of Science in Nursing – Second Entry	July 2024
Bachelor of Arts – Health Studies	October 2024
Bachelor of Business Analytics and AI	October 2024
MSc/PhD – Translational and Computational Neuroscience	Pending
Bachelor of Engineering in AI Engineering	Pending

1.2 Minor Curricular Changes

Minor curricular changes are changes at the course level only and do not impact overall program requirements. These include changes in elective offerings, course titles, descriptions, course delivery, or credit weighting of elective courses. For the reporting timeframe there were a total of 249 minor curricular changes, these are provided by Faculty in Table 1.2.

Table 1.2 Minor Curricular Changes by Faculty

Faculty	Minor Curricular Changes
Faculty of Business and Information Technology	16
Frazer Faculty of Education	24
Faculty of Engineering and Applied Science	28
Faculty of Health Sciences	121
Faculty of Science	15
Faculty of Social Science and Humanities	44
Ontario Tech University	1

Adjustments to course mode of delivery accounted for a significant portion of the changes submitted, to allow for greater flexibility in course offerings should the need arise. In early 2025 the University launched

an initiative to facilitate the approval of online and hybrid modes of delivery for all courses at the institution to remove the administrative burden associated with ongoing maintenance of the modes of delivery for individual courses. Faculty Councils are considering this proposal in April and May. The extent to which Faculties take advantage of the flexible formats for courses will continue to be determined through normal course planning processes and procedures within the Faculty's control and does not commit any course to being scheduled in an online or hybrid format.

1.3 Minor Program Adjustments

Minor program adjustments impact overall program requirements but do not greatly impact the program's learning outcomes. These include the introduction of new required courses, deletion of required courses, editorial changes to degree requirements or program learning outcomes, or changes or additions to academic requirements. For the reporting timeframe there were a total 18 minor program adjustments, shown in Table 1.3.

Table 1.3 Minor Program Adjustments by Faculty

Faculty	Minor Program Adjustments
Faculty of Business and Information Technology	1
Frazer Faculty of Education	2
Faculty of Engineering and Applied Science	4
Faculty of Health Sciences	1
Faculty of Science	4
Faculty of Social Sciences and Humanities	6

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

2.1 New Program Approvals

The new program approval process applies to both new undergraduate and graduate degree programs and is used to secure the academic standards of new programs and to assure their ongoing improvement. The Quality Council reviews new programs and has the final authority to approve or decline new programs. During the reporting year there were three new degree programs submitted to the Quality Council.

Table 2.1 New Programs Submitted to the Quality Council

Program	Academic Council Approval Date	Quality Council Submission Date	Quality Council Approval Date
BASC – Sustainability*	Mar-24	Apr-24	May-24
PhD – Cybersecurity	Nov-24	Nov-24	Jan-25
BA Sociology, Technology and Innovation	Oct-24	Oct-24	Nov-24

*Submitted during the 2023-2024 reporting year.

Brief descriptions of all previously approved programs from the Quality Council can be found on the

Quality Council's website.

2.2 Expedited Reviews

The expedited review process applies to new graduate diplomas and may apply to new undergraduate diplomas. The Quality Council can also request this type of review for a new field in a graduate program or for proposed major modifications of an existing program.

There were no programs submitted to the Quality Council for expedited review and approval during the annual reporting timeframe.

2.3 Major Modifications (Program Renewal and Significant Change)

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

Table 2.2 Major Modifications Governance Progress

Faculty	Major Program Modifications
Faculty of Business and Information Technology	0
Faculty of Education	2
Faculty of Engineering and Applied Science	9
Faculty of Health Sciences	8
Faculty of Science	0
Faculty of Social Sciences and Humanities	11

Major modifications this cycle establish a significant number of new program offerings and other changes that are expected to have a positive impact on student enrollment and retention, including innovative specializations, minor programs, and pathways to and from community colleges and international universities. The introduction of Cooperative Education (Co-op) options in both the Mitch and Leslie Frazer Faculty of Education and the Faculty of Social Science and Humanities expand existing learning opportunities and make the impacted programs more attractive to prospective students, particularly given the system-wide interest in Co-op. Inter-Faculty collaboration has resulted in the development of new interdisciplinary opportunities for students. While the Faculties of Business and IT and Science did not submit major modifications during the reporting period, it should be noted that both have begun work or continue to develop innovative new programs and review existing programs as noted in other sections of this report.

2.4 Submission to the Ministry

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

Three programs were submitted for Ministry approval during the 2024-2025 reporting year:

Program	MTCU Submission Date	MTCU Approval Date
BASC – Sustainability	May-24	Oct-24
PhD – Cybersecurity	Jan-25	Pending
BA Sociology, Technology and Innovation	Nov-24	Pending

3 Continuous Improvement

3.1 Cyclical Program Reviews

As set by the Quality Council, all existing undergraduate and graduate degree and diploma programs are subject to review once every eight years.

The cyclical program review allows for an in-depth, critical look at the program and follows an internal two-year timeframe. The review involves the following six components:

- Review and enhancement of program learning outcomes;
- Development of a self-study brief;
- External evaluation to provide recommendations on program quality improvement;
- Internal responses to the external review and recommendations;
- Preparation and approval of a Final Assessment Report (FAR) and implementation plan (IP); and
- Subsequent reporting on the implementation of recommendations (18-Month reports discussed under Follow-Up Process, Section 3.2 below).

Table 3.1 presents the number of programs at each significant step of the review process presented by Faculty and degree/diploma level. The program review schedule is posted on the CIQE website for reference at any time.

Table 3.1 Cyclical Program Review Process Stage Summary

Level/Faculty	Self-Study	External Review	Total
Undergraduate	**6**	**4**	**10**
Faculty of Business and Information Technology	1	2	3
Frazer Faculty of Education			
Faculty of Engineering and Applied Science	3		3
Faculty of Health Sciences	1		1
Faculty of Science	1		1
Faculty of Social Science and Humanities		2	2
Graduate	**8**	**1**	**9**
Faculty of Business and Information Technology	1		1
Faculty of Education			
Faculty of Engineering and Applied Science	5		5
Faculty of Health Sciences			
Faculty of Science		1	1
Faculty of Social Science and Humanities	2		2

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

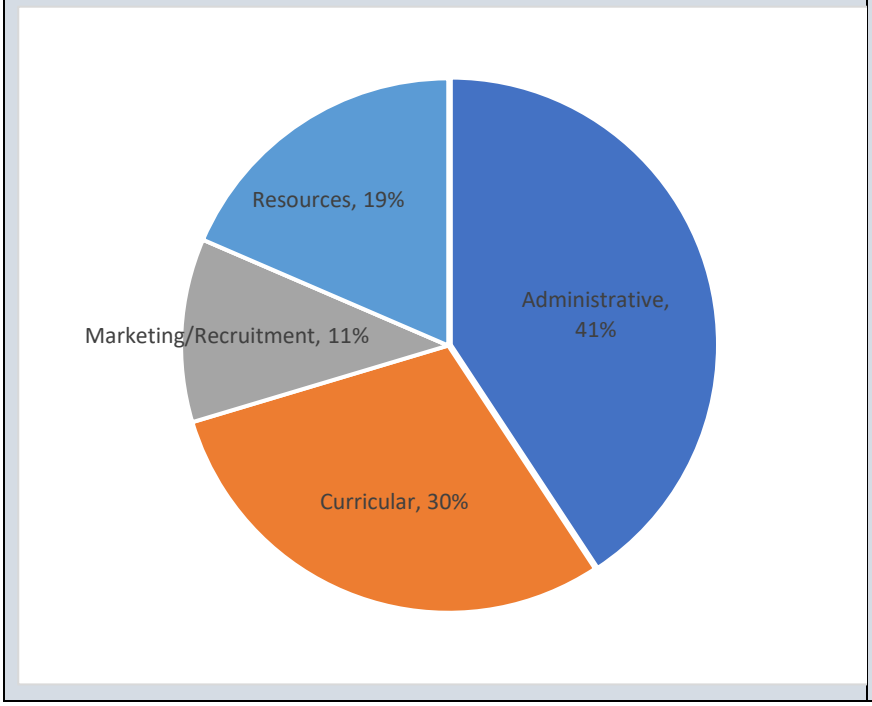
- Bachelor of Science (Hons), Biological Science
- Master of Information Technology
- MSc/PhD Modelling and Computational Science
- MSc/PhD Materials Science (collaborative program with Trent University)

The following programs are scheduled to undergo a Program Review in the 2025-2027 cycle:

- Bachelor of Commerce, Technology Management
- Bachelor of Information Technology, Technology Management
- Bachelor of Education
- Master of Arts in Education
- Master of Education
- Graduate Diploma, Education and Digital Technologies
- Master of Engineering Management
- Graduate Diploma, Engineering Management
- Bachelor of Science, Math for Science and Industry
- Bachelor of Arts, Political Science

A breakdown of the FAR thematic trends is outlined in Chart 3.1 below. The associated IPs include action items that require follow up by the Deans and programs.

Chart 3.1 Final Assessment Report Thematic Trends



Curricular: Action items involving the review and/or revision of program and/or course curriculum.

Administrative: Action items involving the assessment, planning, and/or development of strategic initiatives, processes, and/or proposals to support the program's management, direction, and experience.

Resources: Action items involving the examination and/or changes to resource allocation, including but not limited to, staff and faculty, space, and assets. May have a financial implication.

Marketing/Recruitment: Action items involving program recruitment/marketing efforts, including the assessment of target markets.

3.2 Cyclical Audit

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

4 Follow-Up Processes

4.1 New Program Monitoring

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

One-year follow-up reports were received for the following programs:

- Bachelor of Engineering – Energy Engineering
- Bachelor of Engineering – Industrial Engineering
- Master of Applied Science/Master of Engineering – Software Engineering
- Master of Arts – Social Practice and Innovation
- Master of Financial Data Analytics
- Graduate Diploma – Police Leadership
- Undergraduate Diploma - Public Policy

Additional follow-up reports were received for the Bachelor of Health Administration and BSc - Integrated Math and Computer Science programs.

4.2 CPR Follow-Up: 18-month Reports

Eighteen-month follow-up reports comment on the completion of action items outlined in the implementation plans resulting from the cyclical program reviews. ARC reviews these reports to monitor progress on and completion of action items, and to follow up as required.

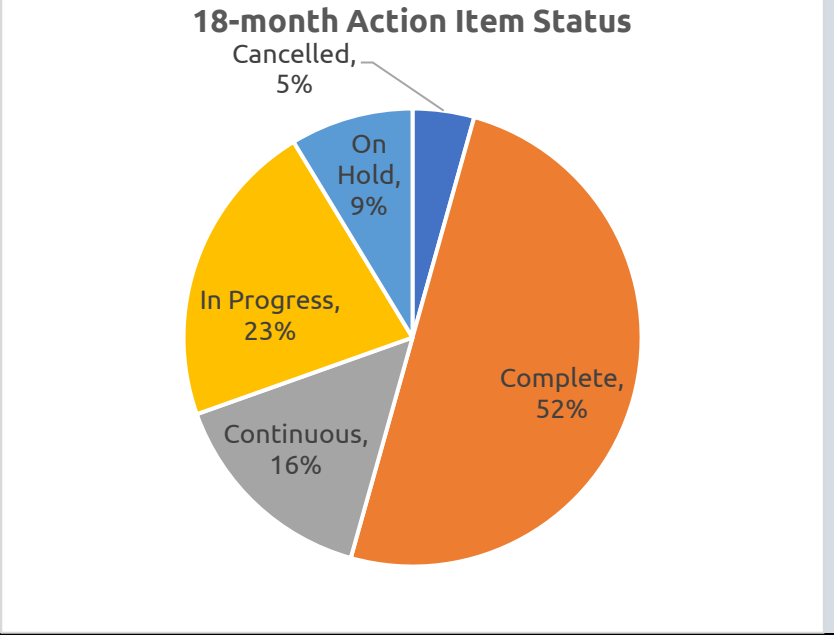
It falls to the Faculty to indicate when an action item has been completed. After the 18-month review the Faculty Dean and the Provost discuss any outstanding or in-progress items to be updated within the files monitored by CIQE.

For 2024-2025, there were six 18-month follow-up reports completed as part of the cyclical program review process:

- Bachelor of Arts (Hons), Legal Studies
- Bachelor of Health Science (Hons) with Kinesiology
- Bachelor of Science (Hons), Computer Science
- Bachelor of Science (Hons), Physics
- Master of Health Science
- MSc/PhD Computer Science

All 18-month reports are available on the CIQE website for reference. Chart 4.1 outlines the overall progress of the 44 action items found in these reports. No areas for concern were found after review by the Provost through ARC and the Faculties are to be commended for their progress.

Chart 4.1 Final Assessment Reports Action Items Status, 18-month follow-up



Complete: Accomplished action item; no further steps required.

Continuous: Initial action item complete but requires ongoing monitoring and/or enhancement.

In Progress: Progress on action item has been initiated but is not complete at this time.

On Hold: Unable to complete due to other dependent factor(s).

Cancelled: Item no longer relevant or resources unavailable.

5 Summary

Amidst the ongoing challenging financial climate for the post-secondary sector, the University continues to see a high volume of activity in the development of innovative new programs, program offerings, and strategic curricular change to support Ontario Tech's Differentiated Growth strategy. These initiatives overwhelmingly highlight a strong commitment to collaboration amongst Faculties and units, creating opportunities for students to diversify and enrich their academic experience.

With an enduring high volume of activity related to growth and continuous improvement and innovation, CIQE maintains its commitment to enhance supports and resources and create greater efficiencies within quality assurance processes to assist Faculties in meeting program goals.

Board Committee Report

SESSION:		ACTION REQUESTED:	
Public	☒	Decision	☐
Non-Public	☐	Discussion/Direction	
		Information	x

TO: Strategy & Planning Committee (S&P)

DATE: June 12, 2025

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

SUBJECT: 2024/2025 Continuous Learning Annual Report

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

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

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

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

SUPPORTING REFERENCE MATERIALS:
Continuous Learning Annual Report 2024-2025

2025

Continuous Learning Annual Report 2024-2025

PREPARED BY: CONTINUOUS LEARNING

Contents

Background 1
2024-2025 Activity 1
Continuous Learning Growth 2022-2023 through 2024-2025 1
Open Enrolment 1
Corporate Training 2
New Agreement/Clients 2
Business Development - New Partnership Programs 2
Summer Camps 2
Continuous Learning Development Initiatives 3
Micro-Credentials 3
Alumni Outreach, Scholarships and Discounts 3
Continuous Learning Global Partnerships 4
Upskills Canada Palette Grant: Nuclear Career Accelerator Program 5
Industry Partners 5
Program details 5
Micro-credentials and Continuous Learning Committee (MCLC) Report 6
Committee Activity 6
New Program Approvals 6
Partner Course Approvals 6
New Course Approvals 6
New Micro-credential Approvals 6
Summary 7
APPENDIX A 8

Background

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

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

In 2024-2025, Continuous Learning's open-enrollment and custom program offerings experienced ongoing growth through the purposeful development of new partnership initiatives and program offerings, with focus on expanding our reach with clients across Canada and Internationally, and with continued focus on collaboration with academic partners, government, community, and industry in the Durham Region. The following sections outline a summary of the 2024-25 continuous learning activities.

2024-2025 Activity

Continuous Learning Growth 2022-2023 through 2024-2025

Area	2022-2023	2023-2024	2024-2025
Open Enrollment Program Registrations	296	561	782
Corporate Training Program Contracts	8	8	12
Summer Camps Registrations	1281	1706	1912

Open Enrolment

From April 2024 to March 2025, Continuous Learning recorded 782 open enrollment registrations with 250 certificates issued[1], representing a 39% increase in program registrations over the previous year.

[1] Not all registrations lead to a certificate.

Corporate Training

Ontario Tech's Continuous Learning unit continues to strengthen and expand current partnerships to make new industry, community, and government connections. Significant growth was achieved in corporate training with a total corporate training revenue increase of **55.6%** from the previous year. Continuous Learning initiatives included multiple new corporate agreements and programs, bringing the amount of corporate training courses delivered to 78 total. The Department issued 251 individual program certificates in corporate leadership development and other custom training programs. This was an increase of **62%** in overall corporate training courses, and an increase of **109%** in overall corporate training certificates issued.

New Agreement/Clients

- John Howard Society
- City of Oshawa (Three Cohorts; New Leadership Program)
- Municipality of Port Hope (Three-year agreement)
- Five Counties Children's Centre
- Durham Region – Generative AI for Leadership Program
- Ontario Shores
- Ontario Power Generation (Five additional custom courses)
- Grandview Leadership Development (two-year agreement)

Business Development - New Partnership Programs

- Generative AI for Leaders Program (Developed; Launched)
- Work from Anywhere: Managing in a Hybrid/Remote Workplace (Developed)

Efforts continue to establish a growing number of partnerships with local business and industry leaders, supporting relevant workplace learning and development opportunities in the region.

Summer Camps

The Summer Camps program, offered in partnership with the Fraser Faculty of Education and the Faculty of Engineering and Applied Sciences, provides fun, hands-on opportunities for kids ages six to seventeen to learn and explore their curiosity. This STEM-based program runs annually for eight consecutive weeks, from July to August. The program makes meaningful connections with many students, staff and alumni community members, and highlights Ontario Tech as a great place to study – and play. Our 2024 Summer Camps offerings were 78.23% full, a 9.74% increase from the previous summer with a total of 1912 camper registrations (non-unique).

2024 Summer Camp Offerings by Camp Type

Total Camps Offered	Unique Offerings	In-Person	Virtual
62	**48**	**57**	**5**

The 2024 Summer Camps Scholarship Program made camp attendance possible for over 65 campers. Cybersecurity education was a key focus area, with 19% of scholarships allocated to the Cyber Girls camp program. Indigenous-focused scholarship partnerships continued with OPG and GM. Of the scholarships issued, 43% of scholarships were allocated to the Turtle Island summer camp program.

A listing of all Continuous Learning opportunities and the number of registrants during the year is provided in Appendix A.

Continuous Learning Development Initiatives

Micro-Credentials

Several new tools were put in place to support and guide the development and expansion of Micro-credentials at the university. A few examples of the tools are:

- Creation of the Micro-credential Template (MS Forms) aligned on Ontario Tech's Micro-credential Policy, used by subject matter specialists and course designers for review by the Micro-credential Committee.
- The development of the Badging Requirements Form (MS Forms) to collect essential badge information for issuing digital credentials to learners.
- The development of a Guide for Instructors/Assessors on how to award micro-credentials to participants.
- Presentations and PDFs defining micro-credentials, authentic assessments, and use cases—for internal reference, alignment to ministry guidelines and external pitching.

Continuous Learning also completed a comprehensive quality review and relaunch of the previous TD Micro-Credentials, including a review of course structure, quizzes, completion modules, and badge functionality. The TD micro-credentials were repackaged under the title *Leadership and Interpersonal Skills Micro-credential* and structured into a stackable learning pathway.

Alumni Outreach, Scholarships and Discounts

The Continuous Learning Department continues to seek alumni engagement through targeted advertising opportunities, scholarships, and discounts.

The Alumni Scholarship was launched to foster alumni engagement and interest in our professional development programming. Each semester, we offer three (3) scholarships to Ontario Tech graduates to take one of our professional development offerings. Three scholarships were awarded in 2024-2025.

The Alumni Discount (25%) for open enrollment programming enables Ontario Tech University graduates to continue their educational journeys beyond their degree programs. Offered for select programs, the discount recognizes the importance of continuous learning in today's fast-paced and dynamic world and aims to foster a culture of lifelong learning.

Continuous Learning Global Partnerships

Continuous Learning is exploring global partnership opportunities to pilot non-degree offerings through various agreement frameworks. All offerings must meet our established quality standards and be subject to rigorous review. Partnerships that have been developed over the 2024-25 year include: Royal Educate Canada (REC) for offerings in the Middle East; and Aseity Education Group (AEG) for offerings in Ghana.

Planned course offerings with REC:

a) International Entrepreneur License
b) Architecture and Data Preparation

The partnership with AEG aims to offer continuous learning post-graduate certificate programs to enhance the region's educational opportunities and professional training through a licensing agreement and build a presence for the university in Ghana for potential future growth opportunities.

The following programs are part of AEG partnership to be delivered in Ghana:

International Business Post-Graduate Certificates

a) 1-year International Business (2 terms; 8 months)
b) 2-year International Business Management (3 terms + 1 term Co-op/Internship)

Healthcare Administration Post-Graduate Certificates

a) 1-year Healthcare Administration (2 terms; 8 months)
b) 2-year Healthcare Administration & Management (3 terms + 1 term Co-op/Internship)

Data Analytics and Artificial Intelligence Design and Implementation Post-Graduate Certificates

a) 1-year Data Analytics and Artificial Intelligence Design and Implementation (2 terms; 8 months)
b) 2-year Data Analytics and Artificial Intelligence Design and Implementation Management (3 terms + 1 term Co-op/Internship)

Dementia Studies Post-Graduate Certificate

a) 1-year Dementia Studies (2 terms; 8 months)
b) 2-year Dementia Students and Management (3 terms + 1 term Co-op/Internship)

Upskills Canada Palette Grant: Nuclear Career Accelerator Program

In December 2024, Continuous Learning and Advancement partnered to successfully submit a $2M funding proposal to Upskills Canada for the development and delivery of the Nuclear Career Accelerator (NCA) Program.

Continuous Learning, with the critical support of the Faculty of Engineering and Applied Science, the Advancement team, and Co-operative Education, Experiential Learning and Career Development, engaged extensively with individuals across the nuclear sector, including seven industry partners. Consultations with senior leaders and attendance at key industry events, industry hiring projections and workforce challenges informed key aspects of the Program's application.

Program materials developed in collaboration and consultation with leading industry experts will ensure the NCA program provides practical upskilling that imparts industry insights. Industry-integrated learning strategies will bridge the gap between academic theory and workplace application. Industry-focused projects and simulations will provide essential learning experiences, while job readiness initiatives will support seamless upskilling transitions.

Industry Partners

- Aecon
- AtkinsRealis
- Bruce Power
- BWXT Canada Ltd.
- Ontario Power Generation
- Westinghouse Electric Canada Inc.
- Worley Canada Services Limited

Job readiness is a core focus of the program with a comprehensive suite of career support services, including 1:1 coaching and job placement.

The Program will also promote workforce diversity by prioritizing the inclusion of underrepresented groups, such as women and Indigenous peoples, supporting the industry's goal of building an inclusive and innovative talent pipeline.

Program funding makes it possible to upgrade equipment in the **Faculty of Engineering and Applied Sciences Nuclear Simulation Lab**, allowing for secure broadcasting and recording of Nuclear training. Additionally, the grant is funding the development of a free module on Security Clearances in the Nuclear Sector. This module will provide critical information to both NCA learners and potential FEAS engineering students about their employability in the sector.

Program details

Learner base: Mid-career technical professionals and engineers from oil and gas, manufacturing, infrastructure, and other industries may utilize this upskilling program to transition seamlessly into high-demand nuclear roles.

Duration: This is a 12-week program, which requires 10 to 15 hours of engagement per week.

Format: Synchronous (September 2025); Asynchronous (January 2026) format.

Micro-credentials and Continuous Learning Committee (MCLC) Report

The Micro-credentials and Continuous Learning Committee (2023) supports the review and approval of a suite of increasingly diversified Continuous Learning offerings. The Committee continues to streamline review, revision and approvals processes for micro-credential and non-credit offering approvals. Several forward-moving steps have been taken to develop and streamline processes ensuring program development processes remain an efficient and effective pipeline to build on Continuous Learning offerings.

In August 2024, the Committee approved the "Quality Assurance Process Template" for the evaluation of new programs that is in line with the Micro-Credential and Continuous Learning Policy. The template serves to collect information relevant to the review and approval processes. Continuous Learning began using Curriculog to effectively digitize this information, manage and present key details for Committee review. Further process improvement initiatives, specifically the use of Curriculog for bulk submissions, will be explored in 2025-2026.

Committee Activity

The Micro-credentials and Continuous Learning Committee meets as needed, with three Committee meetings occurring between April 1, 2024, and March 31, 2025.

New Program Approvals

a) Statistics for Environmental Science Professionals (Launched)
b) Working and Managing from Anywhere
c) Dementia Studies Post-Graduate Certificate

Partner Course Approvals

a) International Entrepreneur License
b) Architecture and Data Preparation

New Course Approvals

a) AI for K-12

New Micro-credential Approvals

a) Forensic Entomology Technician (Launched)
b) AFRAC - Advanced Friction Ridge Analysis (Launched)
c) FELCO 2.0 (Launched)
d) Machine Learning and AI (Launched)
e) Full Stack Web Development (Launched)

Summary

The 2024-25 year marked significant capacity building in Continuous Learning as well as new program offerings and enrolment growth. Continuous Learning plays a critical role in addressing the needs of non-traditional learners to up-skill, re-skill or develop new skills to meet the evolving needs of the labour force. Continuous Learning looks forward to developing innovative programs in partnership with internal and external partners that will provide bridges for students to new career opportunities as well as pathways to degree programs in the future as part of the universities differentiated growth plans.

The following appendices provide a breakdown of the 2024-25 offerings and credentials awarded.

APPENDIX A

Summary of Continuous Learning activities April 2024 to March 2025.

Open-enrollment offerings 2024-25

Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants**	Number of certificates awarded
Continuous Learning Certificate Program	**University Preparatory Program:** A specialized certificate program designed to prepare high school graduates for the academic demands of university consisting of three (3) pillars: numeracy, literacy and academic success.	3 months; 1 Semester	51	29
Continuous Learning Certificate Program	**Leadership and Management Essentials:** A certificate program consisting of five (5) courses designed to develop essential leadership skills, master team management, and excel in negotiations and conflict resolution.	30 hours	14	12
Continuous Learning Certificate Program	**Not-for-Profit Leadership:** Consists of five (5) courses designed to meet the unique challenges faced in the Not-for-Profit sector.	30 hours	21	19

Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants**	Number of certificates awarded
Continuous Learning Certificate Program	**Strategic and Innovative Leadership:** Consists of five (5) courses designed to equip learners with advanced leadership skills essential for success in today's dynamic business world.	30 Hours	12	10
Continuous Learning Certificate Program	**Digital Marketing and Social Media Management:** A re-designed social media program. This four-course program is for those who need to action and launch a Social Media strategy they can implement right away so that they can obtain a successful return on investment for their organization.	24 hours	6	4
Continuous Learning Certificate Program	**Master's Certificate in Public Sector Management:** A certificate program consisting of fifteen (15) courses that requires application and approved admission. Designed for business owners, managers, and executives with diverse educational backgrounds who are experienced in a public sector/government or related organization.	90 hours	26	53* **27 from previous offering*
Continuous Learning Partnership	**Lean Certification Programs:** A certificate program offered in partnership with Leading Edge Group focused on the lean management approach.	N/A	N/A (courses taken with Leading Edge Group)	*12** **12 from previous year*
Continuous Learning Certificate Program	**Introduction to Higher Education Management:** Designed for anyone employed (or looking to be employed) with a	48 hours; 2-3 hours per module (16)	9	8

Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants**	Number of certificates awarded
	post-secondary educational facility looking to enhance their administrative skills.			
Continuous Learning Certificate Program	**Artificial Intelligence for Teaching and Learning:** Designed for educators and professionals who want to integrate artificial intelligence into educational settings. The 12-week online, synchronous program provides a comprehensive understanding of AI's role, ethical implications, and practical applications in education and training.	24 hours; 4 courses	35	22
Continuous Learning Partnership	**Healthcare Providers CPR Certification/Recertification:** In-class CPR certification and recertification for Healthcare Providers (HCP) for Nursing students and Healthcare practitioners.	4 hours	373	N/A *Certificate issued by partner.*
Continuous Learning Micro-credential (stackable)	**Interprofessional Education for Medical Laboratory Professionals:** This self-paced program aims to focus on Medical Lab Technologists and Medical Lab Technicians/Assistants, who are integral to patient care and work closely with other healthcare professionals. The micro-credentials can be used by CSMLS members for the following professional recognition programs: • Certificate of Continuing Professional Studies (CPS) • Professional Enhancement Program (PEP)	105 hours; 15 hours per micro-credential (7)	2	0* **A badge for each completed micro-credential is issued.* *Completion of all 7 micro-credentials, results in a University Certificate.*

Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants**	Number of certificates awarded
Continuous Learning Partnership	**NCLEX – RN Exam Review:** This program supports Nursing graduates who wish to prepare for their NCLEX certification exam. Self-paced and Instructor-led options available.	6-months given for completion	1	N/A
Continuous Learning Partnership	**Full-stack Developer Program:** Discover the technologies and design principles used by full stack developers to create mobile and web applications. The Program includes virtual instruction and practical hands-on lessons delivered using an interactive learning system powered by RoboGarden.	450 hours; 11 weeks full-time; 22 weeks part-time	4	1
Continuous Learning Micro-credentials (Certificate recorded by Ontario College of Teachers)	**AQ/ABQ Program:** AQ custom courses deepen the knowledge/skills needed to design, deliver, and assess programs in a specific discipline, field and/or division. Offered in one (1) to three (3) sessions, courses expand to offer a specific focus on leadership skills within the discipline or division. ABQ custom courses qualify Ontario College of Teachers (OCT) members to teach in specific divisions in addition to current division qualifications. At Intermediate and Senior levels, qualification is based on specific subjects: Math, Science, English, Philosophy and Social Sciences. AQ/AQB courses are available to OTC members only.	12 individual courses	176	64* **Micro-credentials issued by request only. Starting Fall 2024.*

Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants**	Number of certificates awarded
Continuous Learning Certificate Program	**Type 1 Diabetes Educator:** For regulated healthcare professionals, the self-paced asynchronous program is designed to increase knowledge about type 1 diabetes, treatment, care options and techniques specific to working with people living with type 1 diabetes. Modules provide a solid foundation of clinical and practical knowledge of type 1 diabetes.	Self-paced modules (11)	7	7
Continuous Learning Partnership	**Machine Learning Artificial Intelligence (NEW):** Learners gain in-demand programming skills that will allow you entry into the world of machine learning, AI and deep data analytics. This bootcamp is designed to increase learner knowledge and prepare individuals for full-time and freelance jobs in diverse industries that are adopting AI and machine learning.	450 hours; 11 weeks full-time; 22 weeks part-time	3	N/A *Spring/Summer 2025 END*
Continuous Learning Course	**Fingerprint Analysis, Distortion and Evaluation (NEW):** Designed to provide participants with a comprehensive understanding of friction ridge analysis, a key aspect of forensic investigations. The course covers fundamental concepts, techniques, and methodologies utilized by latent print examiners. Prerequisite for attendance at the in-person five (5) day practical lab component.	Modules (8)	16	N/A *Spring/Summer 2025 END*
Continuous Learning Micro-credential	**Forensic Entomology Technician Micro-credential (NEW):** This course provides comprehensive training in forensic entomology evidence collection and is designed	40 hours	9	9

Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants**	Number of certificates awarded
	specifically for professionals involved in crime scene investigation or in medical examiner offices. Certification as a Forensic Entomology Technician by the American Board of Forensic Entomology (ABFE) will be possible after this course.			
Continuous Learning Course	**AI in K12 Education: Transforming Teaching and Learning in the Classroom (Course): (NEW):** Learners explore the frontiers of Generative AI in education. Designed for K-12 teachers eager to enhance their teaching toolkit with the latest in AI technology in the following topics: Discovering Generative AI, innovative teaching tools, practical application and advanced technologies behind Generative AI.	16 hours; 2 hours per session (8)	14	N/A *Certificate of completion.*
Continuous Learning Course	**Teaching Math and Coding – Elementary (NEW):** This course provides those with limited or no coding experience the knowledge and the confidence to teach mathematics through coding. Attendees acquire essential knowledge and gain experience related to teaching coding elements of the 2020 Ontario Elementary Mathematics Curriculum.	16 hours; 2 hours per session (8)	3	N/A *Certificate of completion.*

Custom Corporate Offerings 2024-25

Corporate Client	Offering	Number of registrants**	Certificates Issued/ Term
Five Counties	**Leadership of Excellence Program**	20	5 Spring/Summer 2024 START Winter 2025 END
Municipality of Port Hope	**Master's Certificate in Public Sector Management** **Part B** *(Part A - 2023/24; Part C - 2025/26)*	25	25 (Part B) Spring/Summer 2024 START Fall 2024 END
Regional Municipality of Durham	**Generative AI for Leaders Program**	49	41 Spring/Summer 2024
Municipality of Port Hope	**Leadership of Excellence Program**	25	25 Spring/Summer 2024 START Fall 2024 END
City of Oshawa	**Leadership of Excellence Program**	60 *3 cohorts of 20	N/A* Fall 2024 START *Winter 2026 END
Regional Municipality of Durham	**Leadership of Excellence Program**	25	0* Fall 2024 START *Spring/Summer 2025 END
OPG Custom Courses	**Custom Course:** Effective Written Communication (May 7, 2024)	25	N/A Spring/Summer 2024

Corporate Client	Offering	Number of registrants**	Certificates Issued/ Term
	Custom Course: Conflict Resolution, Negotiation and Communication (June 21, 2024)	25	N/A Spring/Summer 2024
	Custom Course: Conflict Resolution, Negotiation and Communication (September 27, 2024)	25	N/A Fall 2024
	Custom Course: Effective Written Communication (October 1, 2024)	25	N/A Fall 2024
	Custom Course: Advanced Stakeholder & Change Management (October 3/4, 2024)	25	N/A Fall 2024
	Custom Course: Effective Written Communication (November 4, 2024)	25	N/A Fall 2024
	Custom Course: Advanced Organizational Development (November 5, 2024)	25	N/A Fall 2024
	Custom Course: Advanced Stakeholder & Change Management (November 7/8, 2024)	25	N/A Fall 2024
	Custom Course: Conflict Resolution, Negotiation and Communication (November 12, 2024)	25	N/A Fall 2024
	Custom Course: Effective Written Communication (November 29, 2024)	25	N/A Fall 2024

Corporate Client	Offering	Number of registrants**	Certificates Issued/ Term
	Custom Course: Advanced Stakeholder & Change Management (December 5/6, 2024)	25	N/A Fall 2024
	Custom Course: Conflict Resolution, Negotiation and Communication (Feb 4, 2025)	25	N/A Winter 2025
	Custom Course: Effective Written Communication (March 20, 2025)	12	N/A Winter 2025
	Custom Course: Conflict Resolution, Negotiation and Communication (March 18, 2025)	25	N/A Winter 2025
	Custom Course: PEL 77897 - Advanced Stakeholder and Change Management (February 11/12, 2025)	25	N/A Winter 2025

**Some Continuous Learning certificate programs allow individuals to sign up for courses individually without completing the full certificate program. The number of registrants refers to the number of individuals who registered for the full program offering. All certificates were counted once, regardless of the number of individual course registrations in the certificate program they registered for. An "N/A" in this appendix means that the listed offering did not result in a University Certificate, either because the offering is a stand-alone course without certification, a partner program, or receives a Certificate of Completion.

COMMITTEE REPORT

SESSION:		**ACTION REQUESTED:**	
Public	☒	**Decision**	☐
Non-Public	☐	**Discussion/Direction**	☐
		Information	☒

TO: **Strategy & Planning Committee (S&P)**

DATE: **June 12, 2025**

FROM: **Dr. Lori Livingston, Provost and Vice President, Academic**

SUBJECT: **International Strategy Update**

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

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

KEY CONSIDERATIONS FOR S&P:
Internationalization of higher education in Canada is in serious jeopardy, due to significant Federal policy changes. However, it is imperative that we continue to pursue and support an internationalization strategy.

BACKGROUND/CONTEXT:
Ontario Tech continues to retool our internationalization strategy in the wake of the recent immigration legislation that has capped graduate and undergraduate study permits and tarnished Canada's reputation as a premier study destination.

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

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

SUPPORTING REFERENCE MATERIALS:

- Slide Deck enclosed.

Ontario Tech University

International Strategic Direction 2025-26

International Landscape

International Goals and Tactical Priorities

Year 2 of Federal Legislation Targeting International

- Immigration Refugees and Citizenship Canada (IRCC) continues to adjust to federal legislation that has capped and limited international students at the graduate and undergraduate level. These move have severely tarnished Canada's brand as a welcoming international study destination.

- IRCC visa approval rates have dropped to rates almost as low as during the pandemic, which has also had an impact on the overall application rates for study permits.

- Provincially, Ontario Tech's Provincial Attestation Letter (PAL) allocation was lower than desired, and we are one of only two institutions in the province that have issued ~60% of allocated PALs, (and we haven't opened our January intake yet).

- There are no signs things will get better as the newly formed government has announced a reduction of temporary residence to 5% of the Canadian population by 2026, (currently we are at 7.3%).

-48%

Study Permit **approval rates** over 2023

48%

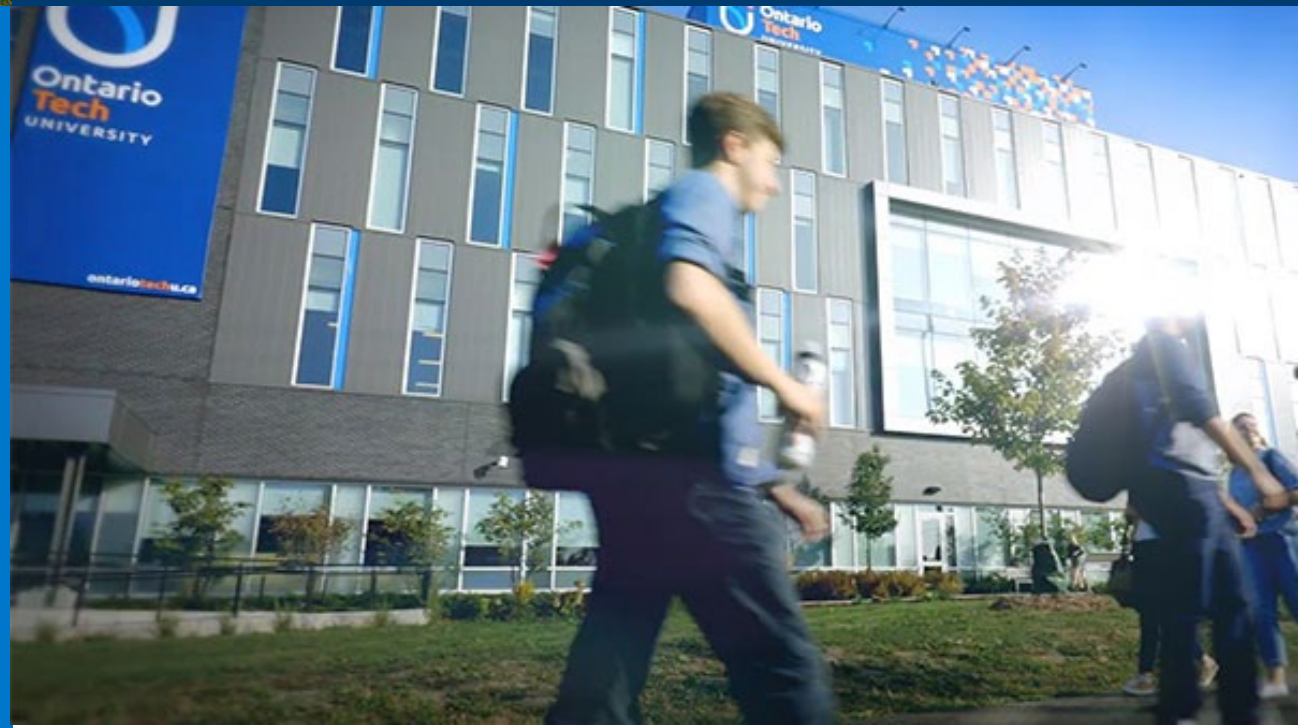
National **approval rate** down from 60% in 2023.

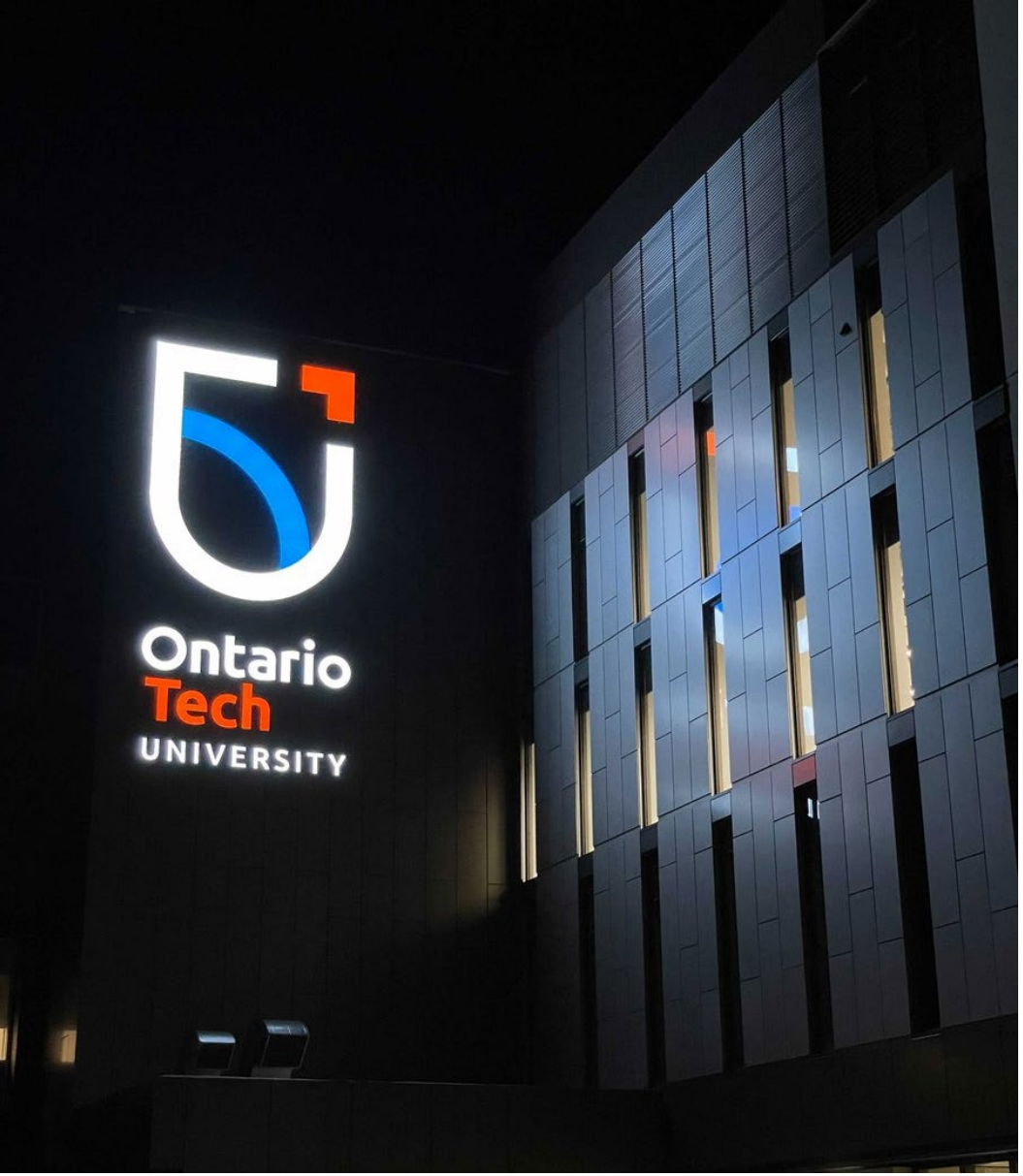
-35%

Decline in national Study Permit **applications** over 2023

-50%

Study Permit **application** decline for Ontario over 2023

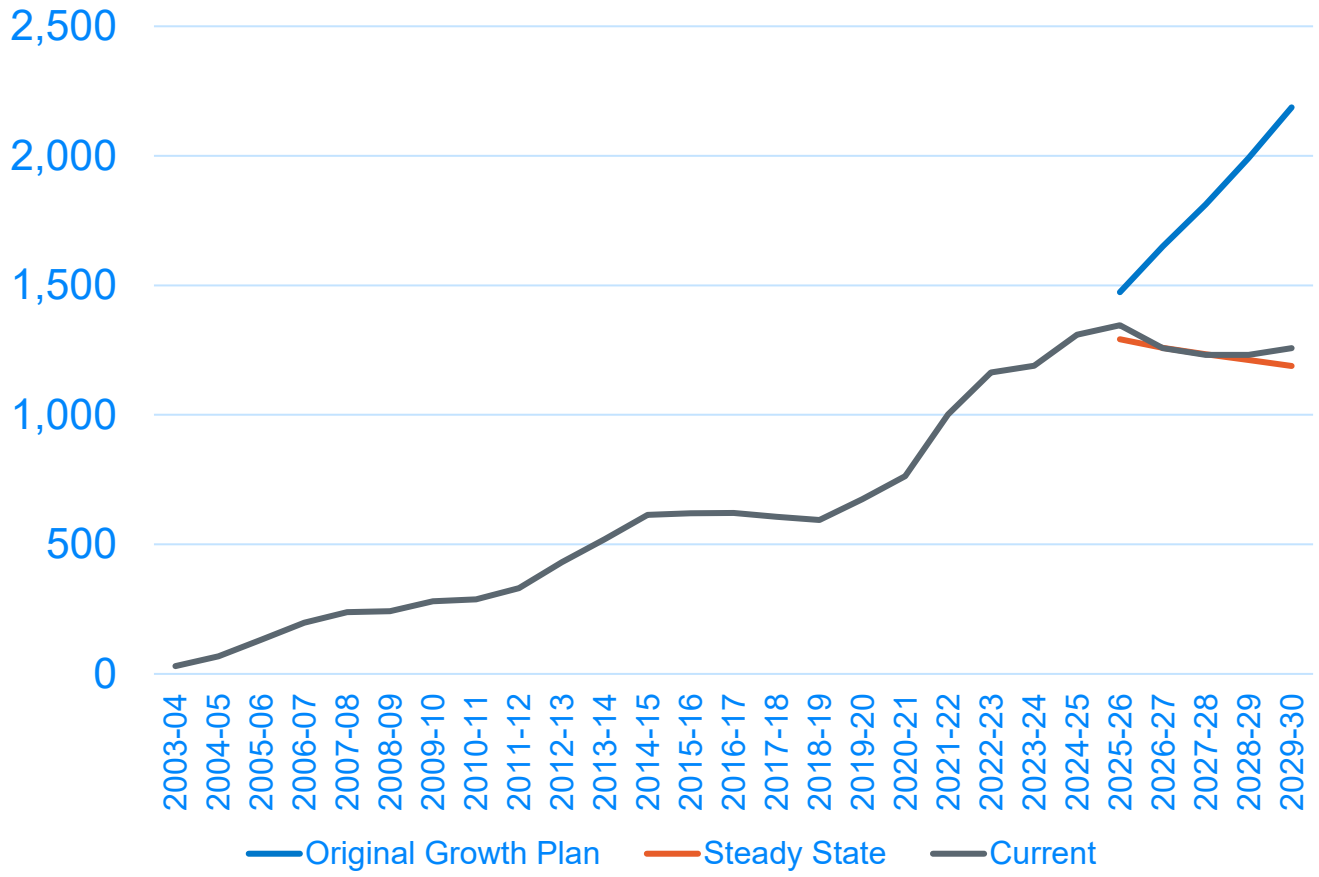




Ontario Tech Context

- Graduate Confirmations -14%
- Undergraduate confirmations -28%

International Enrolments and Forecast 2003-2029 (forecast)

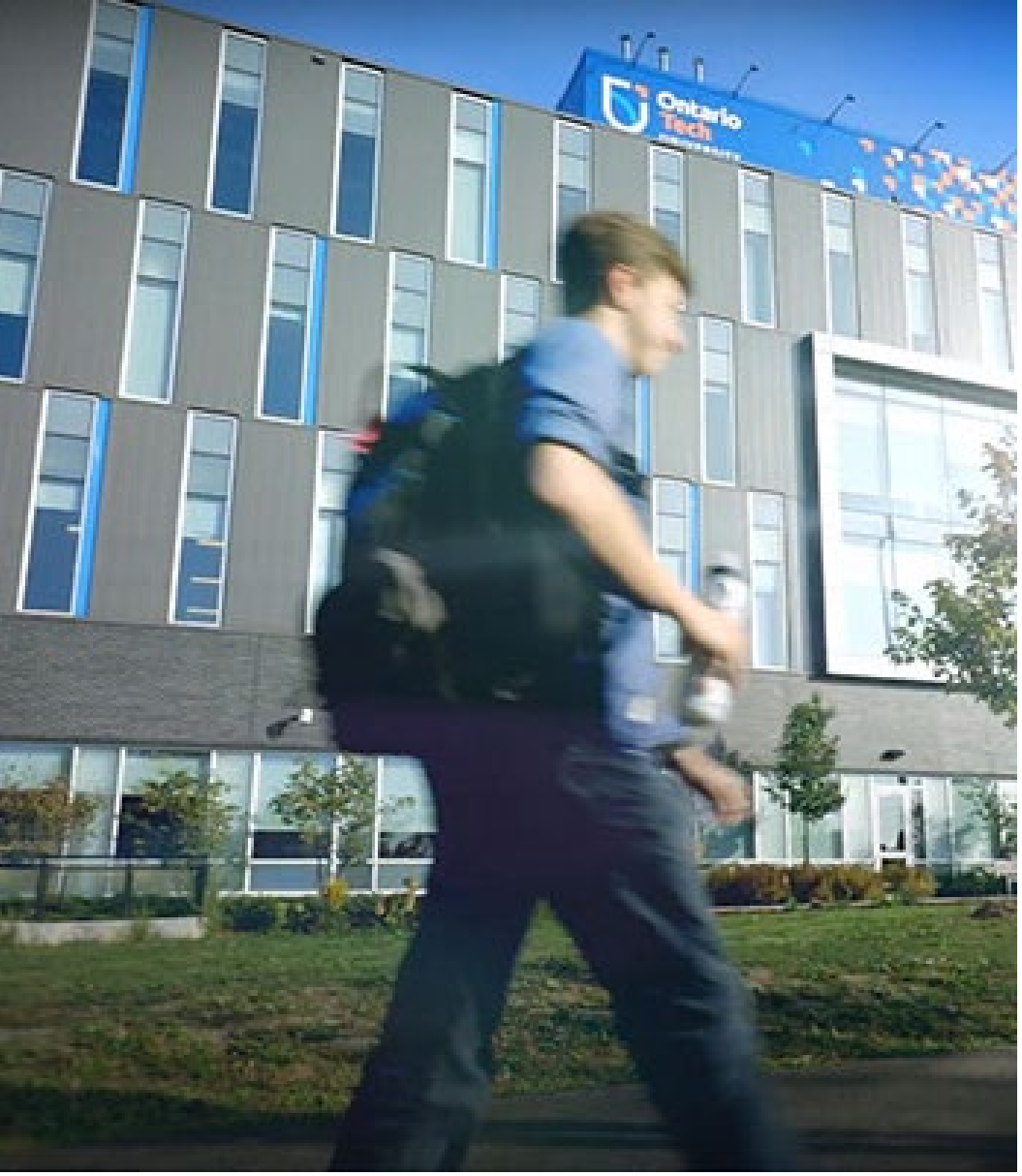


International Goals and Tactical Priorities

- Continue to develop our off-shore markets to be ready for when the tide turns on international mobility
- Develop proactive immigration services with our certified immigration consultants to manage the fall out from the current federal legislation.
- Continue to enhance our international student retention of currently enrolled students, by evolving student development strategies such as immigration consulting, academic remediation and proactive advising.
- Pivot to transnational Education in order to export educational services opposed to import students.

Transnational Education

- Degree or Continuous Learning programs delivered across national borders, essentially the mobility of education programs and institutions opposed to the mobility of students. It encompasses various modes of delivery, including branch campuses, online learning, and joint programs, and involves partnerships between institutions, investors and governments in other countries.



Transnational Projects

- Actively working with offshore partners in multiple countries.
- Developing business models that can be ported to different partners.
- Managing risk by consulting with experts to help us move forward.

COMMITTEE REPORT

SESSION:		**ACTION REQUESTED:**	
Public	☒	**Decision**	☐
Non-Public	☐	**Discussion/Direction**	☐
		Information	☒

TO: **Strategy & Planning Committee (S&P)**

DATE: **June 12, 2025**

FROM: **Les Jacobs, Vice-President, Research and Innovation**

SUBJECT: **Final Strategic Research Plan (SRP), 2025–2030**

COMMITTEE MANDATE:
As set out in the S&P's Terms of Reference, the Committee is responsible for overseeing the strategic planning for all aspects of the University and assessment of the implementation of the University's plans in the context of the University's Mission, Vision and Values.

BACKGROUND/CONTEXT & RATIONALE:
Ontario Tech University's current Strategic Research Plan (2020–2025) expires on June 30, 2025. A new plan, the SRP 2025-2030, has been developed in close consultation with the Academic Council's Research Committee. The development process has also involved extensive consultation over the 2024-2025 academic year, including with the University's research community, Academic Council and the Board of Governors.

The SRP identifies eight strategic attributes and six existing research strengths. It also includes seven Strategic Research Priorities to guide future investments, partnerships, and research directions and is in alignment with the University's Integrated Academic-Research Plan.

CONSULTATION PROCESS:
- March 25, 2025: Academic Council
- April 3, 2025: Board's Strategy & Planning Committee
- April 17, 2025: Board of Governors

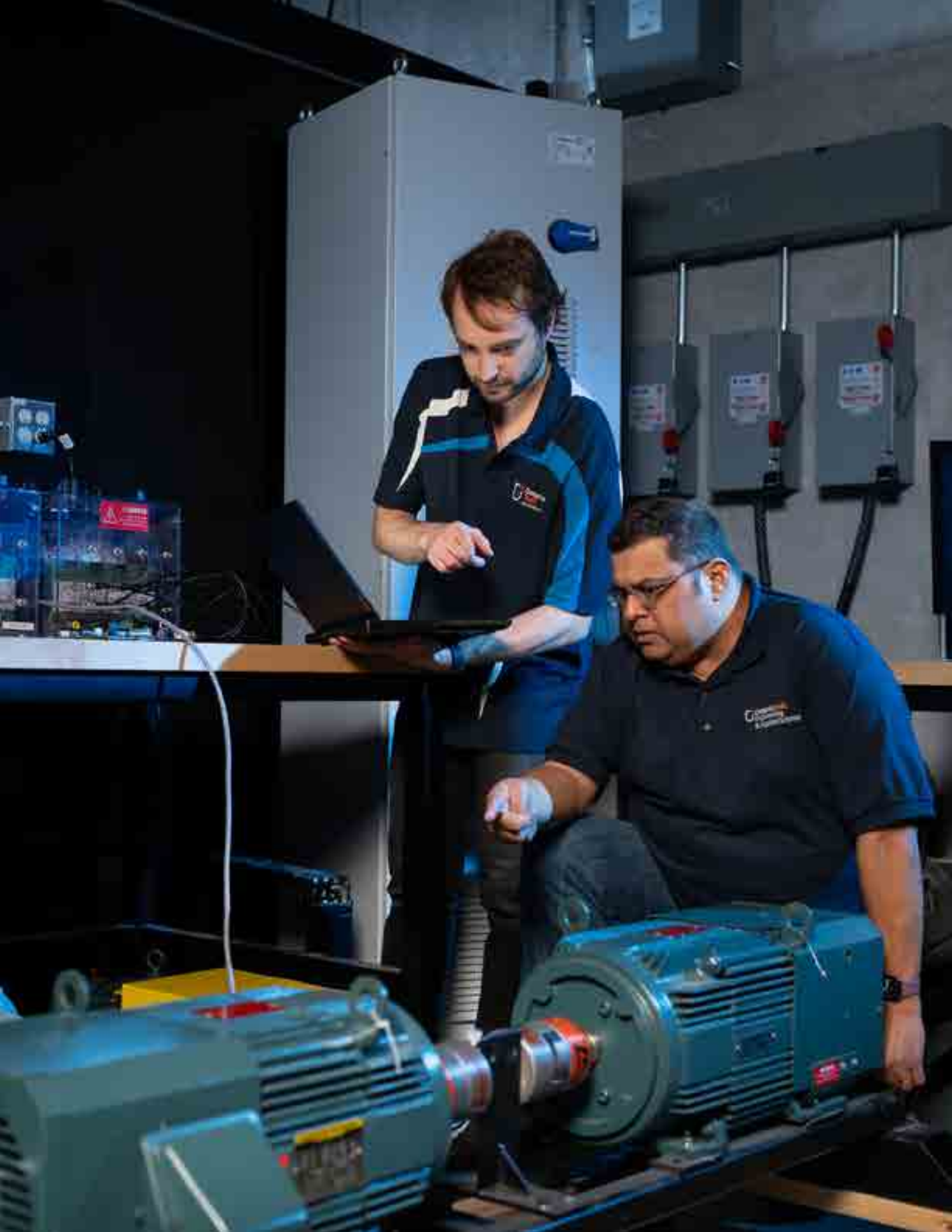
NEXT STEPS:
- May 27, 2025: SRP shared with Academic Council
- June 12, 2025: SRP shared with the Board's Strategy & Planning Committee
- June 26, 2025: SRP shared with the Board of Governors

INFORMATION ITEM
Attached is the formatted draft of the new plan. Photos and fonts remain to be finalized.

ADVANCING INCLUSIVE RESEARCH EXCELLENCE

Strategic Research Plan 2025-2030

OntarioTech UNIVERSITY



ADVANCING INCLUSIVE RESEARCH EXCELLENCE

Table of contents

4 . . . . . Introduction

6 . . . . . Research Values and Principles

8 . . . . . Strategic Attributes for Inclusive Research Excellence

10 . . . . Current Strengths in Basic and Applied Research

18 . . . . Strategic Research Priorities for 2025-2030

22 . . . . Measuring and Reporting on Our Success

Introduction

Ontario Tech University has, since its founding in 2002, maintained a fundamental commitment to research excellence in answering basic scientific questions, applied and technological innovation, and entrepreneurship. The orientation of this research is toward advancing pure scientific knowledge, technological breakthroughs, improving the quality of life and work for all Canadians, strengthening the quality of public services in Ontario, especially in the sectors of health, education, law and justice, and social policy, working with industry in the commercialization of our research, collaborating with not-for-profits and community organizations, and contributing to the Canadian economy as well as to regional economic and social development in the Greater Toronto Area.

Remarkably, in two decades, Ontario Tech University has created an inclusive, vibrant, engaged research community of faculty and graduate students, built world-class research facilities and libraries, established extensive networks of research partners, provided unmatched research opportunities for our undergraduate students, focused on establishing inclusive bodies such as the Women in Research Council, and invested in a supportive, knowledgeable, professional research services staff. This commitment to innovation and inclusive research excellence has yielded important and impactful outcomes in a wide range of fields.

As the university enters its third decade, it has emerged as a national leader among Canada's smaller research-intensive universities, designated as Canada's Research University of the Year for both 2023 and 2024 among predominantly undergraduate universities by Research InfoSource, the country's premier research ranking organization.

Advancing Inclusive Research Excellence

is a strategic guide for the university to extend its national leadership role in Canada's research community over the next five years. We identify seven strategic research priorities to guide us for the next five years, which are briefly summarized here and expanded upon later in the plan:

Artificial Intelligence and Its Applications

New fundamental research in artificial intelligence and its applications is driving innovation in every sector of society and the economy. Contributing to this research as well as ethical considerations on artificial intelligence remains a fundamental priority at Ontario Tech University.

Canada's Clean Energy Future and Climate Change Resilience

Canada's clean energy future and climate change resilience remains one of the biggest challenges the country has ever faced, with immense economic, environmental and social implications for all Canadians. Ontario Tech's research on clean energy and environmental sustainability is an important contributor to the vision for that future.

Health Promotion, Performance, and Equity

Advancing the health of all Canadians with critical and innovative research addressing health promotion, health education, human performance, and health equity is an important priority for the university. This includes research on chronic and infectious diseases, disability and rehabilitation, mental health, nutrition, drug discovery, behavioural risk factors, physical function and performance, and the social determinants of health.

Autonomous Systems in the Lives of Canadians

Autonomous systems such as smart home devices, assisted-driving vehicles, and robots are playing an increasing role in the lives of Canadians. Ontario Tech is committed to ongoing enabling and ethical research in health care, education, mobility, community living, dementia care, and other applications of the Internet of Things.

Community Well-Being, Justice, and Social Innovation

Innovative research that strengthens community well-being and public-sector institutions including the justice system, schools, cultural organizations, and hospitals is integral to how Ontario Tech defines itself as a research-intensive university.

Entrepreneurship and Business Analytics

Entrepreneurship and commercialization are emerging strengths of Ontario Tech. Integral to this strength is prioritizing business analytics and marketing research, which is focused on the scientific process of transforming data using advanced technology into insights for improving decision-making within business organizations.

Materials and Advanced Manufacturing

In the current climate of global economic uncertainty, strengthening Canada's materials development and advanced manufacturing capacity is key to securing the country's economic future. Ontario Tech prioritizes supporting research partnerships with industry partners to drive the next generation of manufacturing superclusters in innovation, science and economic development.

This new Strategic Research Plan was developed in close collaboration with the Research Committee of Academic Council during the 2024-2025 academic year. The process involved extensive consultation with the university's research community by engaging individual faculty members at Faculty Council sessions and an online shared document feedback platform. There have also been formal consultations with the President, Provost, Senior Leadership Team, Deans, Academic Council, and the Board of Governors.

Professor Les Jacobs, PhD, FRSC, ICD.D
Vice-President, Research and Innovation
Ontario Tech University
May 2025

RESEARCH VALUES AND PRINCIPLES

While academic freedom for researchers is an anchor at Ontario Tech University, we aspire to a code of values, principles, expectations and professional standards that provides a model for all our research community. The impetus for this code is the fact that the university is embedded within a much broader external ecosystem of research and innovation that is instrumental in ensuring our success. This ecosystem includes other universities in Canada and around the world. Major research and innovation funders including agencies of the Government of Canada and the Government of Ontario provide important investments in research capacity and set compliance standards and norms. Many of our researchers are also members of professional bodies and associations with their own professional codes of conduct. Our ecosystem also includes industry, community organizations, not-for-profits, local government, and broader public-sector organizations that are both collaborators and sponsors of our research as well as agents for knowledge sharing and its commercialization.

Ultimately, our research principles and values reflect not only how we fit into this ecosystem but also how our research community distinguishes itself from other research-intensive universities.

Inclusive Research Excellence

Our research aims to be world-class in quality, characterized by scientific rigour and innovation. We believe that equity, diversity, fairness, and inclusion for all members of our research community are integral to achieving inclusive research excellence.

Basic and Applied Research

We are committed to enabling our research community to engage in both basic and applied research across all disciplines.

Tech with a Conscience

Our research seeks to improve the lives of Canadians through an understanding of the ethical, social, and policy effects and implications of innovations and advances in technology, and their potential to enhance community well-being at home and around the world.

Partnership and Collaboration

Our research is built on dynamic and trusting collaborations with industry, government, and community partners.

Entrepreneurship and Innovation

Our research integrates an innovative and entrepreneurial mindset.

Truth and Reconciliation

We recognize that research and innovation at Ontario Tech must respect and advance Truth and Reconciliation with Indigenous Peoples.

Societal Impact

We endeavour to undertake research and innovation that reflects and directly benefits our local communities, contributes to the Canadian economy, strengthens environmental sustainability, and supports community resilience, while having a global reach that places our research on the world stage.

Therapeutic Systems
Base

STRATEGIC ATTRIBUTES FOR INCLUSIVE RESEARCH EXCELLENCE

Ontario Tech University is committed to inclusive research excellence in our efforts to be a world-class research-intensive Canadian university, characterized by high-quality, interdisciplinary, scientifically rigorous, and innovative research activities, programs, and facilities. We believe that equity, diversity, fairness, and inclusion for everyone in our research community are integral to achieving inclusive research excellence at our university.

There are eight core strategic attributes for inclusive research excellence that we have identified as key to the strategic research priorities for the next five years.

Tech with a Conscience

Technology is a tool imagined by humanity to uplift society and our planet. Our ingenuity is our greatest asset. It has allowed us to survive for generations and, if we are purposeful and critical in its development, will empower us to thrive for many more. At Ontario Tech, we strive to improve the lives of humans and the planet through the ethical application of technology and innovation. Technology is inherently human. We intend to keep it that way. We believe that technology is only as ethical as the humans guiding it. We are building a brighter future, where leaders are a force for good and technology is built with human values at its core.

Economic Growth and Prosperity

The research enterprise at Ontario Tech University has an important role to play in economic growth and prosperity locally in Durham Region, the Greater Toronto Area, and the Great Lakes Region, as well as nationally across Canada. It is fundamental that our strategic research priorities reflect that we conduct research that creates knowledge, solves problems, and results in economic and social innovation that strengthens the economy.

Experiential Learning Opportunities for Students

At Ontario Tech, opportunities for so many of our undergraduate and graduate students to participate and contribute to the research and innovation enterprise are foundational to what differentiates us from other Canadian universities. These opportunities include not only paid lab and research assistant roles, but also space for students to undertake their own research projects and commercialize them by setting up their own start-up company or working with an industry partner. Our community and industry partners have unique opportunities to collaborate with our incredibly talented students.

Sustainability

Ontario Tech University is committed to improving climate change resilience and contributing to Canada's goal of achieving net-zero carbon emissions by 2050. We believe strongly that our research on new and emerging technologies, and their ethical limitations, has an important role to play in helping Canada become a leader in sustainability solutions.

Industry Partnerships

Industry partnerships are a key differentiator for Ontario Tech. We have more than 350 industry partners directly working with the university on research projects and more than 250 start-up companies supported through our entrepreneurship programs in the Office of the Vice-President Research and Innovation. These partners provide our students with incredible real-world learning experiences, and our cutting-edge research helps these partners solve industry-specific problems. Growing the research and innovation enterprise requires that we continue to expand our industry partnerships.

Community Engagement and Partnerships

Our faculty and students work collaboratively with diverse community partners to address societal needs in the Greater Toronto Area, across Canada, and around the world. The learning opportunities community engagement provides for our students strengthen their job-readiness with skills in research and innovation. These collaborations are fundamental to Ontario Tech University's commitment to socially just, innovative and impactful work opportunities.

Agile and Nimble

The world is facing immense levels of disruption and change, fueled in part by technological innovation. Ontario Tech excels at being agile and nimble in its responses to new and emerging technologies. The university recognizes the importance of being agile with our industry and community partners, adjusting to changing needs and circumstances. We are responsive to the challenges our partners face and can move quickly to propose viable solutions. As a university, we strive to model this sort of flexibility for our students because we know that this helps equip our students to be more resilient and resourceful in the face of an uncertain future.

Interdisciplinarity

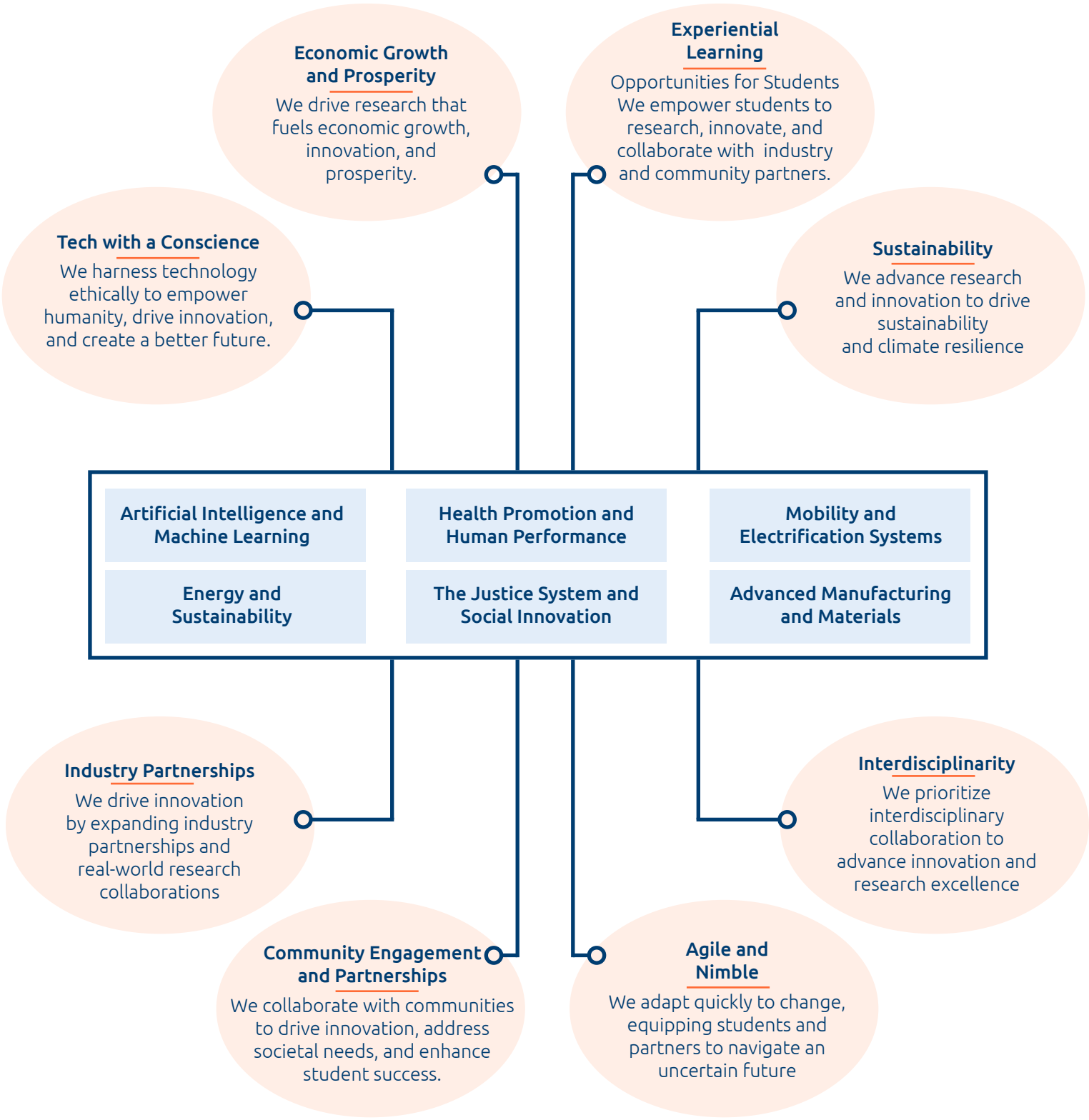
As the research enterprise at Ontario Tech grows, it is fundamental that learning, research, and innovation are not siloed experiences for our students and faculty members. Impactful inclusive research excellence occurs when there is no rigid separation between academic fields and disciplines. It is essential that the strategic research priorities reflect an embrace of this interdisciplinarity, requiring collaboration and the sharing of expertise between faculty and students across the university.

CURRENT STRENGTHS IN BASIC AND APPLIED RESEARCH

Ontario Tech University is currently a national leader in six intersecting fields of multidisciplinary research that are founded on our dual strengths in basic scientific discovery across disciplines and cutting-edge applications of this research in technological breakthroughs, the health and social sciences, engineering, business, and social innovation. Over the past two decades, the university has strategically invested in these six fields of research strength to ensure they mirror our strategic research attributes.

In these fields of research, our researchers stand out in national and international funding and award competitions, secure extensive industry and not-for-profit organization partnerships and sponsorship, and demonstrate research excellence in scholarly outputs such as journal articles and books. The university has built world-class research facilities and libraries in these multidisciplinary fields that enable our research community to undertake their research programs and ensure that those scholarly outputs are discoverable around the world. The university also provides valuable opportunities for the training of graduate and undergraduate students and other highly qualified personnel such as post-doctoral fellows in these research areas of strength.

A Framework for Situating Existing Research Strengths and Strategic Research Priorities Attributes



Artificial Intelligence and Machine Learning

Situated geographically in Canada's technology hub, Ontario Tech faculty members have developed wide-ranging award-winning research programs spanning multiple disciplines from the natural sciences, computer science, business, education, engineering, health sciences, social sciences, and information technology. These research programs exemplify how both pure research in computer science and applied advanced data analysis utilizing artificial intelligence and machine learning is having a transformative effect on almost every field of scientific discovery and applications. This research strength intersects with the fields of all our other research strengths.

Students and post-doctoral fellows from the graduate programs of Business Analytics and Artificial Intelligence, Computer Science, Cybersecurity and Computational Finance, Education and Digital Technologies, Electrical and Computer Engineering, Forensic Psychology, Health Sciences (Health Informatics stream), Information Technology Security, Modelling and Computational Science are key contributors to this research strength along with the many undergraduate students who have research opportunities through their degree programs. These innovative multidisciplinary research contributions create valuable opportunities for the university to train student talent who go on to employment in diverse sectors of the economy in the Greater Toronto Area and other tech hubs.

The university has built an extensive network of laboratories at the Software and Informatics Research Centre (SIR) where this research is carried out including the Advanced Networking and Security Research Laboratory, Applied User Experience Research Lab for Interactive Media, Business Analytics Lab, Clinical Affective Neuroscience Laboratory, Communications, Signal Processing and Microwave Lab, Digital Culture and Media Lab, Education Informatics Lab, Finance and Marketing Lab, the Gaming and Virtual Reality Lab, Hacker Research Laboratory, Health Informatics Laboratory, Institute for Cybersecurity and Resilient Systems, Laboratory for Games and Media Entertainment Research, MaxSIM Health, SAP Next-Gen Labs – Design Thinking, STEAM-3D Maker Lab, and the Visualization for Information Analysis Lab.

Over the past five years, Ontario Tech has invested heavily in strengthening our capacity in artificial intelligence and machine learning. This has included appointments of new Canada Research Chairs and Ontario Tech Research Excellence Chairs that integrate AI into their research programs. It has also involved the creation of new organized research units including the Digital Life Institute, the Joint Research Centre in AI for Health and Wellness, the Mindful Artificial Intelligence Research Institute (MAIRI), and the Centre for Digital Innovation in Education.

At the same time, the university has engaged in major long-term strategic partnerships on grand challenges that reflect our strengths in applications of AI including with the Automotive Manufactures Parts Association for Project Arrow and Project Arrow 2.0, the Advancement for Dementia Care Centre with Ontario Shores, and the Partnership for Advanced Technology in Health Care (PATH) with Lakeridge Health.

Areas of Research include:

Artificial Intelligence and Education; Augmented and Virtual Reality; Big Data Analytics; Business Analytics and AI; Business Transformation; Computational Science; Computer Vision; Consumer Behaviour; Cybersecurity; Data Visualization and Analytics; Digital Health; Digital Immersive Learning Environments; Digital Learning; Drones; e-Commerce; Ethics and Equity in Technology Use; Financial Analytics; Human Machine Interaction; Human-ability Enhancing Technology; Information and Communication Technologies; Internet of Things; Linguistic Information Visualization; Marketing; Modelling and Games; Neuroscience of Mental Health and Substance Abuse; Next Generation Networks; Operations Modelling; Privacy and Trust; Real-time Stream Processing; Risk in the Global Digital Economy; Robotics; Signal Processing; Software Development and AI; STEAM Education; Technology and Pedagogy; and User Interface Design.

Energy and Sustainability

Ontario Tech is a national leader in research on both energy and sustainability. Our scientists are focused on new basic scientific discoveries and solving fundamental problems in engineering, the natural sciences, and computer science that will help unlock the potential of clean energy technologies and integrated energy systems. Our research strengths include discovering innovative materials and enabling technology that is key to our electrical grid, microgrids, and energy systems in the future. Our faculty members include internationally recognized leaders in developing alternative energy sources. Our researchers have made major scholarly contributions to forms of clean energy such as hydrogen and fuel cells, biofuels, geothermal, and solar. We are leaders in both nuclear energy and nuclear science including small modular reactors, radiation science, radiation health and safety, simulation research, and nuclear materials management. We have outstanding capacity in data management and visualization of energy usage. The university holds a portfolio of patents related to clean energy.

Students and post-doctoral fellows from the graduate programs of Applied Bioscience, Automotive Engineering, Education, Electrical and Computer Engineering, Materials Science, Mechanical Engineering, Nuclear Engineering, and Nuclear Technology are important contributors to this research strength.

The university has world-class facilities where this research is carried out including ACE Climatic Wind Tunnel, Borehole Thermal Energy Storage System, Clean Energy Research Lab (CERL), Centre for Small Modular Reactors, Electrochemical Energy Materials Lab, Energy Research Centre, and Materials Characterization Facility. The university has four Canada Research Chairs and two NSERC Industrial Chairs who focus their research on energy, environmental science, and environmental sustainability.

In the past five years, Ontario Tech has invested in three major initiatives, the International Atomic Energy Agency (IAEA) Collaborating Centre—the only one in Canada—the Brilliant Energy Institute, and the EARTH District to consolidate and provide global visibility to our research strengths in energy and sustainability. These strengths have also been enhanced with new Ontario Tech Research Excellence Chairs.

Areas of Research include:

Biological and Medicinal Chemistry; Biomaterials; Biotechnology; Clean Technology; Computer Modelling; Decommissioning and Site Restoration; Energy and Sustainability Education; Energy Production, Conservation, and Storage; Environmental Impacts; Environmental Monitoring; Fluid-Structure Interaction; Fuel Cells; Hydrogen Production and Storage; Indigenous Governance, Resource Extraction and Free, Prior and Informed Consent; Integrated Energy Systems; International Environmental Governance; Nuclear Energy; Nuclear Materials Management; Radiation Science; Renewable Energy; Smart Grid; Small Modular Reactors; Sustainable Development Strategies; and Transportation and Mobility.

Health Promotion and Human Performance

Ontario Tech University has a very strong network of researchers engaged with community wellness, human performance and health promotion from across the university, including health scientists, psychologists, social scientists, and data scientists. The research areas of strength include Disability and Rehabilitation; Health Education and Simulation; Human Performance; Mental Health; and Nutrition, Physical Activity and Substance Use Risks. This also includes work with vulnerable populations that analyzes best practices in community development and urban resilience, as well as community-engaged research supporting justice-seeking groups, including those with intellectual disabilities, incarcerated youth, Indigenous communities and other vulnerable populations.

In collaboration with a cluster of Research Chairs, this research network includes faculty, students and post-doctoral fellows from the graduate programs in Applied Bioscience, Criminology and Social Justice, Education, Forensic Psychology, Health Sciences, and Nursing.

A hub of labs that are integral to these research strengths include the Applied Skill Acquisition in Sport Lab, Biomolecular Characterization Facility, Centre on Hate, Bias, and Extremism, Clinical Affective Neuroscience Lab, Health and Human Performance Lab, Health Informatics Lab, Human Neurophysiology and Rehabilitation Lab, MaxSim Health Lab, Motor Behaviour and Physical Activity Lab, Neuroimaging and Electroencephalography Lab, Occupational Neuromechanics and Ergonomics Lab, Social Research Centre, and Sport Officiating Studies. Four of the university's Canada Research Chairs work in this research hub.

The capacity for the university's research strengths in health promotion and human performance have been enhanced with new Ontario Tech Research Excellence Chairs as well as the establishment of new organized research units including the Age with Dignity Campus of Care and Best Practices Research Centre, Advancement for Dementia Care Centre, Digital Life Institute, Institute for Disability and Rehabilitation Research, Interdisciplinary Centre for Preventative Nutrition and Technology, and the World Health Organization Collaborating Centre for Rehabilitation and Musculoskeletal Health.

Areas of Research include:

Adapted Physical Activity; Chronic Disease Prevention and Management; Collaboration with Indigenous Communities; Community Development; Community-based Health Care; Digital Health Monitoring; Digital Technology and Learning; Dementia; Disability and Injury Prevention and Rehabilitation; Discovery of Novel Therapeutics to Treat Disease; Early Infectious Diseases and Global Health; Emerging Infectious Diseases and Global Health; Epidemiology; Ergonomics and Biomechanics; Health-Care Simulation; Health Equity; Health Informatics; Health Policy, Systems and Services; Health Promotion; High-Performance Sports; Healthy Aging; Intellectual and Developmental Disabilities; Implementation Science and Knowledge Translation; Indigenous Child Health; Laboratory Medicine; Mental Health and Addiction; Mindfulness; Neuroscience and Motor Control; Nutrition; Pediatric Health; Pandemic Planning; Poverty Reduction; Psychiatric Vulnerabilities; Public Health; Skill Acquisition and Motor Learning; Sleep Science; Social Determinants of Health; Violent Crime Reduction; Waste Water Testing.

Advanced Manufacturing and Materials

Working collaboratively with our extensive network of industry partners, researchers at Ontario Tech University are recognized leaders in manufacturing engineering as well as the synthesis and characterization of materials. Applications of this award-winning research have led to the development of sustainable and environmentally friendly approaches and techniques for manufacturing processes, product development and energy systems. This multidisciplinary research involving both scientists and engineers is transforming manufacturing processes in a range of sectors of the economy in Canada and abroad.

Students from the graduate programs of Applied Bioscience, Automotive Engineering, Computer Science, Electrical and Computer Engineering, Materials Science, Mechanical Engineering, and Modelling and Computational Science are important contributors to this research strength.

Key research facilities that support intelligent manufacturing and materials research at Ontario Tech University include the Advanced Digital Manufacturing, Advanced Digital Metrology, Automotive Centre of Excellence (ACE), Electrochemical Energy Materials Lab, Materials Characterization Centre (MCC), and the Mechatronic and Robotic Systems Laboratory.

The capacity for the university's research strengths in advanced manufacturing and materials has been enhanced with major new organized research units including the Aerodynamic and Climatic Adaptation Research (AeroClimar) Centre and the Advanced Manufacturing Research Centre as well as new Ontario Tech Research Excellence Chairs.

Areas of Research include:

3D Printing; Advanced Robotics; Climatic and Environmental Testing; Corrosion Resistant Coating; Data Storage and Visualization; Digital Twinning; Electronic Materials; Fuel Cells and Electrochemistry; Mechatronics and Automation; Nanotechnology; Noise and Vibration Control; Next Generation Genomics; Software Testing and Simulations; Sustainable Processes; and Surface Science.

Mobility and Electrification Systems

The university has built world-class research facilities in mobility and automotive engineering, including the ACE Climatic Wind Tunnel that has positioned its researchers to be both leaders in mobility research, including electric vehicles and rail transportation, and leaders in new mobility systems including the next generation of cars, buses, trains, drones, and even e-bikes. ACE is one of the university's core research facilities accessible to our entire research community and industry partners. Our close industry collaboration is especially innovative in its recent contributions to electric cars, buses and locomotives, vehicle dynamics and control, advanced powertrains, and aeroacoustics. As a research hub for the Ontario Centre of Innovation focused on human interactions with electric and self-driving vehicles, our industry partners include the leading Silicon Valley automotive original equipment manufacturers (OEM). The graduating talent from Ontario Tech University combined with its globally leading full-scale autonomous and electric vehicle testing infrastructure has made Durham Region one of the world's strongest environments for innovation in mobility.

Students and post-doctoral fellows from the graduate programs of Automotive Engineering, Computer Science, Electrical and Computer Engineering, Information Technology Security, Materials Science, and Mechanical Engineering are important contributors to this research strength.

Over the past five years, in partnership with the Automotive Parts Manufacturers Association (APMA), Ontario Tech has been the academic and prototype build lead for Project Arrow, the first entirely Canadian electric vehicle, which has provided significant visibility across Canada and internationally for our research strengths in this area. The university's positioning as the national leader in hydrogen research has fueled the launch of our unique hydrogen commercialization and prototyping facility.

World-class facilities supporting our research in mobility and electrification systems include the ACE Climatic Wind Tunnel, Clean Energy Research Lab (CERL), Energy Research Centre, and the Software and Informatics Research Centre (SIR). The community engaged in this field of research includes two Canada Research Chairs and several Ontario Tech Research Excellence Chairs.

Areas of Research include:

Assistive Mobility Devices; Assistive Technologies for Learning Different; Autonomous Vehicles; Automotive Dynamics and Control; Automotive LIDAR and Radar; Automotive Structure and Chassis Design; Battery Charge and Storage; Climatic and Environmental Testing; Cybersecurity; Data Ingestion, Analysis and Visualization; Electrification of Transportation Systems; Hydrogen Fuel Cells; Intelligent Mobile Systems; Mobility and Software Testing; Precipitation Characterization; Transit Modelling and Optimization; Vehicle Thermal Aerodynamics and Thermal Management; Vulnerable Road Users; V2X Communication; and Wireless Communication Technologies.

The Justice System and Social Innovation

Ontario Tech University has established a distinctive national research reputation in fields intersecting forensic psychology, legal studies, criminology, and forensic science, addressing the emergence of new technology and social innovation. Anchored by three top-ranked PhD programs, our professors and their graduate students are making impactful research contributions that strengthen the justice system in Canada. Our undergraduate and graduate programs are training highly qualified personnel for industry, government, universities and colleges, and the broader public sector.

Our top-ranked graduate programs that support this research strength include Applied Bioscience (Forensic Bioscience Stream), Criminology and Social Justice, Education and Digital Technologies, Forensic Psychology, Information Technology Security, Materials Science, and Social Practice and Innovation.

The university research facilities that support this cluster of researchers include the Applied Law Enforcement Research and Training Laboratory, Centre on Hate, Bias, and Extremism, Clinical Affective Neuroscience Laboratory for Discovery and Innovation, Crime Scene House, Development, Context and Communication Lab, Entomology Lab, and Forensic Materials Laboratory. Our research strengths are exemplified by the investment in a series of new research chairs including the new Canada Research Chair in Systemic Racism, Technology, and Criminal Justice, UNESCO Chair in Hate Studies, and several Ontario Tech Research Excellence Chairs.

Areas of Research include:

Anti-Social Personality Disorders; Bias in the Justice System; Blood Splatter Patterns; Body Decomposition; Bullying; Child Testimony; Critical Criminology; Cybercrime; Detection of Deception; Emotional Robotics; Hate Crime; Human Trafficking; Investigation Techniques; Law and Community Engagement; Law and Social Change; Online Privacy; Policing; Prosecution and Trial Procedures; Psychopathy; Racial Profiling; Sexual Violence; Technology and Crime Prevention; Technology and Pedagogy; Vulnerable Populations; and Wrongful Conviction.

STRATEGIC RESEARCH PRIORITIES, 2025-2030

The university has set seven specific strategic research priority areas where we aspire to be research leaders by 2030. These priority areas, which are adjacent to and build on our current research strengths, are a reflection of both the major anticipated research funding opportunities – provincially, nationally, and internationally—that will be available to the university and our research partners over the next five years, as well as the research and commercialization needs of our diverse set of partners – industry, community organizations, not-for-profit sector, and governments. These seven priorities will guide decisions about areas for new Canada Research Chairs and Ontario Tech Research Excellence Chairs, investments in new research facilities and other research support resources, grand challenges, industry and community partnerships, and targeted funding opportunities.

All seven of these strategic research priorities align with key strategic attributes Ontario Tech identifies as foundational to inclusive research excellence and our commitment to being the leader among Canada's smaller research-intensive universities. Every faculty—Business and Information Technology, Education, Engineering and Applied Science, Health Sciences, Science, Social Science and Humanities—is reflected in three or more of these priorities.

.

Artificial Intelligence and Its Applications

New research in artificial intelligence and its application is driving innovation, while at the same time creating risk and mistrust, in all sectors of the economy. The use of generative AI is revolutionizing diverse sectors of Canadian society ranging from cybersecurity and gaming to public education and health care. The integration of our existing capacities in fundamental AI research, related emerging technologies, software testing, as well as enabling technologies, and immersive technologies such as augmented reality, wearables, robots, games, digital and virtual simulations, and custom chatbots are important strengths to build on. At the same time, we also focus on ethical considerations of AI such as the risk of racial bias and social exclusion. Consistent with our concern with sustainability and clean energy, we also value research on the disruptive and environmentally destructive potential of the AI revolution. The broad area of AI research remains a fundamental priority at Ontario Tech University.

Canada's Clean Energy Future and Climate Change Resilience

Canada's transition to a net-zero energy future remains one of the biggest challenges the country has ever faced, with immense economic, environmental and social implications for all Canadians. The effects of climate change and resiliency underpin this challenge. Meeting this challenge will require massive new investment in our energy infrastructure and realignment of public policy. It requires new thinking that reaches beyond research and jurisdictional silos and integrates advances in the natural sciences and engineering, computer and computational science, business and the digital economy, health sciences, and the social sciences. This vision must reflect our commitment to Truth and Reconciliation and engagement with Indigenous Peoples—where the environment is essential to our well-being and all of us are caretakers of the planet. Ontario Tech University, with its immense research strength in energy, applied bioscience, environmental sustainability, community engagement, and digital technology has an important role in contributing to this vision.

Health Promotion, Performance, and Equity

Advancing the health of all Canadians with critical and innovative research addressing health promotion, health education, human performance, and health equity is an important priority for the university. We prioritize chronic disease prevention and management, and rehabilitation by considering a range of conditions and behavioural risk factors across the lifespan and in multiple settings where people live, work and play. Our research also includes drug discovery and infectious diseases, and it places emphasis on research related to nutrition, dementia, disability, mental health, and the social determinants of health. Furthermore, we prioritize optimizing performance and well-being across the spectrum of 'ability'. This includes optimizing physical function and performance for people of all abilities.

Autonomous Systems in the Lives of Canadians

Autonomous systems such as smart home devices, assisted-driving vehicles, and robots are playing an increasing role in the lives of Canadians. With our advanced testing and research labs and facilities, we are well-positioned to develop and evaluate these systems and their real-world impacts. Ontario Tech is especially committed to autonomous systems and embedded systems research in health care, education, supply chains, manufacturing, telecommunications, business analytics, mobility, community living, rehabilitation, and dementia care settings. Ensuring that these autonomous systems are ethical, resilient, and secure from cyber threats are key concerns for the university.

Community Well-Being, Justice, and Social Innovation

Ontario Tech University has a national research reputation in fields intersecting psychology, neuroscience, criminology, law, communications, environmental sciences, and forensic science addressing societal change, social justice, and social innovation, as well as the emergence of new technology. Our researchers also work within education spaces to explore leadership, play and inquiry, science, technology, engineering, and mathematics innovations while promoting equity and inclusion. Research that conserves environmental ecosystems, addresses social isolation and marginalization, and sustains public sector institutions including the justice system, social services, schools, and hospitals is integral to how Ontario Tech defines itself as a research-intensive university.

Entrepreneurship and Business Analytics

Entrepreneurship and commercialization of research are emerging strengths of Ontario Tech University. Prioritizing business analytics research, which is focused on the scientific process of transforming data into insights for improving decision-making within business organizations, is an important investment in building this strength. Researchers use a variety of advanced computational and statistical methods to investigate problems in marketing, finance, human resources, strategic management, and operations.

Materials and Advanced Manufacturing

In a climate of global economic uncertainty, strengthening Canada's advanced manufacturing capacity is key to securing the country's economic future. Research at the university has always positioned itself as an important contributor to materials development and advanced manufacturing. Disruptive and emerging technologies are creating new opportunities to expand these contributions. The integration of intelligent and autonomous technologies that utilize artificial intelligence and machine learning for advanced manufacturing and cyber-physical systems is a research priority for the university, allowing us to build on current research strengths to establish ourselves as a leader in manufacturing and materials innovation. We prioritize supporting our industry partners as key contributors to the next generation of manufacturing superclusters in innovation, science and economic development.

The strength of each of these seven priorities in terms of the KEY strategic attributes for inclusive research excellence are represented in the matrix below:

Strategic Priority	**Key Strategic Attribute**							
	Tech with a Conscience	Economic Growth and Prosperity	Experiential Learning Opportunities for Students	Sustain-ability	Industry Partner-ships	Community Engagement and Partnerships	Agile and Nimble	Inter-disciplinary
Artificial Intelligence and Its Applications	◆	◆	◆	◆	◆	◆	◆	◆
Canada's Clean Energy Future	◆	◆	◆	◆	◆	◆	◆	◆
Health Promotion, Performance, and Equity	◆	◆	◆	◆	◆	◆	◆	◆
Autonomous Systems in the Lives of Canadians	◆	◆	◆	◆	◆	◆	◆	◆
Community Well-Being, Justice, and Social Innovation	◆	◆	◆	◆	◇	◆	◆	◆
Entrepreneurship and Business Analytics	◆	◆	◆	◆	◆	◆	◆	◆
Materials and Advanced Manufacturing	◆	◆	◆	◆	◆	◇	◆	◆

◆ - Very strong ◇ - Strong

MEASURING AND REPORTING ON OUR SUCCESS

In co-ordination with the Integrated Academic Research Plan, the university has developed fourteen metrics to measure our research enterprise:

- EDI Commitments and Initiatives
- Entrepreneurship and Commercialization
- External Research Partnerships and Sponsorships
- Graduate and Undergraduate Research Funding/Financial Support
- Graduate Student Enrolment (Actual and Proportion)
- Institutional Research Rankings
- Local Partnerships and Opportunities
- Ontario Tech Research - Major Awards Received
- Postdoctoral Fellowships
- Research Centres and Institutions
- Research Chairs
- Research Intensity
- Research Space

Annually, the Vice-President, Research and Innovation will provide a report card to Academic Council and the Board of Governors on the progress we have made on these fourteen metrics, as well as examples of our achievements on the Strategic Research Priorities.

Contacts

Ontario Tech University
2000 Simcoe Street North
Oshawa, ON, Canada
L1G 0C5

Vice-President, Research and Innovation
905.721.8668 ext. 5420
vpri@ontariotechu.ca

ontariotechu.ca

OntarioTech UNIVERSITY

For an alternative format of this information, contact marketing@ontariotechu.ca

© University of Ontario Institute of Technology 2025. Ontario Tech and Design, and Tech with a Conscience are Official Marks of Ontario Tech University. D5750

COMMITTEE REPORT

SESSION:		**ACTION REQUESTED:**	
Public	☒	**Decision**	☐
Non-Public	☐	**Discussion/Direction**	☐
		Information	☒

TO: **Strategy & Planning Committee (S&P)**

DATE: **June 12, 2025**

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

SUBJECT: **Asset Management Plan 2025**

COMMITTEE MANDATE:
The Strategy & Planning Committee (S&P) is responsible for overseeing the strategic planning and assessment of the plans in the context of the University's vision, mission and values. More specifically, the Committee will make recommendations on the implementation plans, including infrastructure.

KEY CONSIDERATIONS:
In accordance with the discussion at the May 2022 meeting of S&P, the Committee will receive a multi-year Strategic Project Planning document for discussion once a year, normally after the budget is set, and regular updates for information on major capital projects (>$4M) at each meeting.

BACKGROUND/CONTEXT & RATIONALE:

The Integrated Academic-Research Plan outlines the priorities for the University as we move forward to achieving our vision and mission. As part of the move to multi-year budgeting, management has created enabling plans, which advances the plan from goals into actions.

In 2024 the University updated the Capital Policy that outlines the University's approach to planning is to invest in a comprehensive long-term Campus Master Plan and to systematically establish medium term Asset Management Plans that set out specific Capital Projects to be designed and built in such a way as to meet present and future needs of the University community.

The attached Asset Management Plan is our inaugural document that is set to summarize projects from the past year and outlines upcoming investments. Looking at the current year budget the capital summary is as follows:

1) **Major Capital Projects (>$4M):** There are no major capital projects underway in this fiscal year. As we look towards the future, we do have drawings ready for the following projects:
   - Completion of the fifth floor of Shawenjigewining Hall, which is currently shelled space,
   - Extension of Shawenjigewining Hall and connection to Library (A7),
   - Extension of Charles Hall,
   - Extension of Software and Informatics Research Centre (SIRC), and
   - New Residence north of Ice Centre (which is fully funded by developer)

2) **Routine Capital Projects (<$4M):** Routine capital includes cyclical maintenance, rehabilitation, upgrade, and renovation projects associated with campus buildings and infrastructure. These projects are funded from a variety of sources such as operational budget, government grants, Athletic Reserve, or ancillary services (i.e. food & parking). Looking at this year's budget of $3.7M only 10% of this is funded through operations.

SUPPORTING REFERENCE MATERIALS:

- Asset Management Plan 2025

Asset Management Plan

Land acknowledgment

Ontario Tech University acknowledges the lands and people of the Mississaugas of Scugog Island First Nation. We are thankful to be welcomed on these lands in friendship. The lands we are situated on are covered under the Williams Treaties and the traditional territory of the Mississaugas, a branch of the greater Anishinaabeg Nation, including Algonquin, Ojibway, Odawa and Pottawatomi. These lands remain home to a number of Indigenous nations and people.

We acknowledge this land out of respect for the Indigenous nations who have cared for Turtle Island, also called North America, from before the arrival of settler peoples until this day. Most importantly, we remember the history of these lands has been tainted by poor treatment and a lack of friendship with the First Nations who call them home.

This history is something we are all affected by as we are all treaty people in Canada. We all have a shared history to reflect on, and each of us is affected by this history in different ways. Our past defines our present, but if we move forward as friends and allies, then it does not have to define our future.

Message from the Vice-President, Administration

Over the past two decades, our university has become a leading post-secondary institution for learning, teaching and working. With more than 11,000 students, 29,000 alumni and 2,500 employees, our story continues to be defined by innovation, progress and impact.

How we manage our campus spaces is key to sustaining that momentum. This Asset Management Plan (AMP) reflects our commitment to responsible planning, sustainable infrastructure and smart investment. It helps our spaces evolve with the needs of our community and remain aligned with the priorities that guide us.

Thank you for your part in this work. Together, we are building a campus that drives excellence in education, research and collaboration.

Brad MacIsaac
Vice-President, Administration

Strategic context

The university is poised for significant growth, with enrolment expected to reach 18,000 students in the medium term. To support this growth, we will strengthen our existing program offerings and introduce new, innovative delivery models. Strategic planning for campus development is essential to support academic changes. An important component for planning is this Asset Management Plan, a five-year rolling approach that guides infrastructure decisions in step with institutional priorities and the Integrated Academic-Research Plan (IARP).

With more than 1.1 million gross square feet (gsf) of space across 24 buildings (19 in north Oshawa, 5 downtown), we continue to evolve to meet institutional demands. Recent efforts have significantly reduced our reliance on leased and temporary space. In 2022, 30 per cent of our building space was temporary (e.g. portables) or leased, compared to 2 per cent across the Ontario university sector. By 2024, we reduced this to 3 per cent. Looking ahead, we plan to replace all temporary spaces with permanent facilities. This includes transitioning the U5 building, the Pavilion and one leased location in downtown Oshawa, totaling 36,500 gross square feet, into permanent spaces.

We continue to optimize space utilization and create efficient teaching, learning, and work environments. The two most recent academic buildings, the Software Information Research Centre (2017) and Shawenjigewining Hall (2021) have significantly expanded our permanent space. Additionally, our shift toward a flexible workspace program has prompted us to rethink how we use our facilities while continuing to support our academic and administrative functions.

Our expansion relies on essential frameworks, including the Capital Projects Policy and the Campus Master Plan. Together, they guide infrastructure development to reflect the university's goals. The **Capital Projects Policy** outlines a transparent, institutionally integrated process to plan, design and deliver infrastructure initiatives. It defines how the university evaluates and prioritizes proposals, weighing value, risk, regulatory requirements and connection to institutional goals. Senior leadership provides oversight, and all major undertakings follow a consistent review and approval pathway. Projects that address legislative obligations, health and safety concerns or operational risks are assessed as mandatory needs and factored accordingly into planning.

Reviewed every five years, our **Campus Master Plan (CMP)** sets out the long-term principles for campus growth and development. It guides how and where physical expansion occurs, reinforcing sustainability and collaboration. At our north Oshawa location, we collaborate with Durham College on shared real estate and facilities to optimize resources and serve both institutions' needs. While the CMP informs planning, individual project approvals and budgeting follow separate processes.

Space principles and needs

The university's space assumptions are based on the standards set by the Council of Ontario Universities (COU). These benchmarks may represent a **target** to achieve, a **minimum** to meet, a **maximum** not to exceed, an **optimum** to strive for, or a **guideline** to use as a benchmark. Based on 2022 data, Ontario Tech had approximately 75 per cent of the calculated need for core academic space (e.g. teaching, research and academic support) compared to the system average of more than 82 per cent. Our desire is not to exactly match COU figures, but to apply them alongside internal factors to shape a balanced, resource-conscious space model.

As we plan for future growth, we focus on the number of courses students take on campus and the related demand for research and academic support. We use two common methods to measure student enrolment. **Headcount** includes every registered student, regardless of their course load. **Full-time equivalent (FTE)** reflects the share of a full course load each student takes, for example, a student is enrolled in eight courses (of the normal 10-course

load) is counted as 0.8 FTE. In September 2024, our headcount surpassed 11,000 students, which we estimate equals approximately 9,500 FTEs.

Another important concept in space planning is the distinction between gross square feet (GSFs) and net assignable square feet (NASFs). **GSF** refers to all floor space within a building, measured to the exterior walls. This includes non-assignable areas such as elevators, hallways, mechanical rooms and atria. **NASF** includes only interior spaces designated for use by units or functions. As of 2022, the university's total building footprint exceeded 1.15 million gsf, comparable to 2019 levels. While we added Shawenjigewining Hall in 2021, we also exited several leased and temporary spaces, including 11 Simcoe, St Gregory's, Library portable and J-Block.

Space Type	2022 Inventory	% I / G	2019 Inventory	% I / G	2016 Inventory	% I / G
Classroom	87,287	80.4	92,489	90.4	80,552	80.4
Class Lab	72,813	76.9	75,287	78.4	68,774	58.9
Research	91,863	78.2	93,073	84.9	77,912	78.0
Office - Academic & Admin	139,511	79.6	140,723	84.1	126,901	83.3
Library Facilities & Study	36,754	55.9	36,931	59.6	39,892	64.6
Collab & Study	26,345	67.4	17,029	46.2	10,404	28.8
TOTAL:	**454,573**	**75.7**	**455,532**	**79.3**	**404,435**	**71.3**

As noted, several strategic enrolment paths could lead to 18,000 students. We must explore different space scenarios depending on whether growth emphasizes programs that require significant tutorial and lab support, or those delivered through executive-style formats on evenings and weekends. To guide high-level planning, we can use simple averages. For instance, if 15,000 students were enrolled in traditional programs and 3,000 in continuing education delivered online or during off-peak hours, we would require an additional 300,000 gsf (roughly equivalent to three buildings the size of the Energy Research Centre) to maintain our current space ratios. This estimate can vary based on program mix, the research profile of new faculty, and the location of future buildings. A facility that connects to existing infrastructure may require less space than one that anchors a new location and must support its future expansion. Space demand may decrease if hybrid learning models expand or rooms are more frequently shared. Conversely, we may need more space if academic support services, student study areas or major research initiatives increase.

Campus character

Our campus character is shaped by the principles outlined in the Campus Master Plan (CMP), which guides our vision and keeps the university a dynamic and vibrant environment for faculty, staff, students and the community.

Considerations include:

- Active transportation and pedestrian-friendly design.
- Building size, shape and placement.

- Collaborative land-use planning.
- Incorporating Indigenous perspectives and elements into spaces to honour and respect Indigenous Peoples.
- Outdoor spaces and landscaping.

Accessible and sustainable considerations

Accessibility and environmental sustainability are central to our planning decisions. We integrate these priorities into every project to ensure that our campus remains welcoming and eco-friendly, contributing to the well-being and success of our community.

- We are working to reduce carbon emissions by 50 per cent from 2022 levels by 2030 and to achieve nearly net-zero emissions by 2050.
- We follow the Accessibility of Ontarians with Disabilities Act when planning new work and retrofitting existing facilities.

By embedding these commitments in our planning processes, we create spaces that are both accessible and sustainable for all.

Asset management lifecycle

The asset management lifecycle ensures our assets operate smoothly through four stages: planning, acquisition, operation and maintenance, and disposal.

We conduct annual facility condition assessments, performed both internally and by external vendors, to evaluate assets on a five-year cycle. These assessments identify deferred maintenance and equipment renewal needs.

This data-driven approach allows us to:

- Adopt technologies for infrastructure effectiveness.
- Develop maintenance and renewal strategies using a weighted-scoring model to extend asset life.
- Increase operational efficiency, sustainability and the long-term value of resources.
- Reduce risks associated with asset management.

Evaluating infrastructure needs

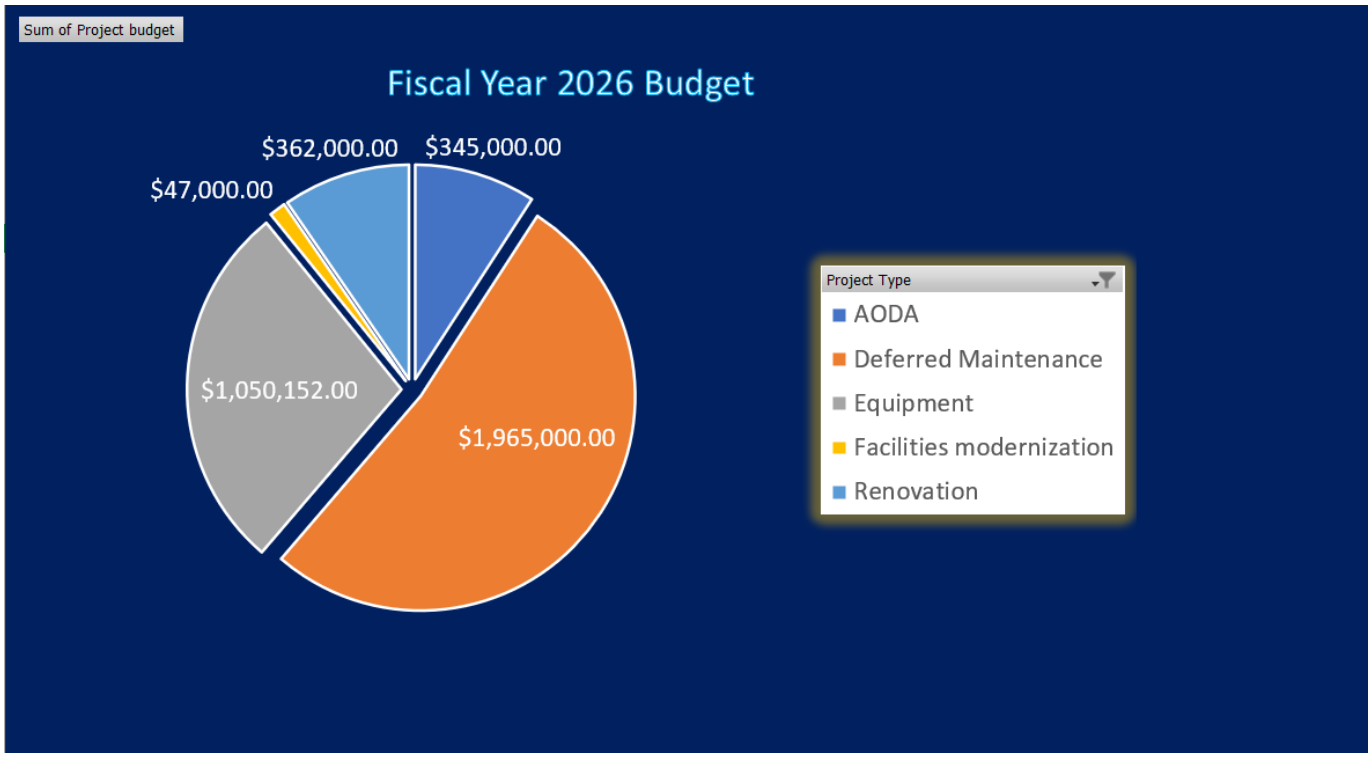
The university receives 80 to 100 capital project requests annually from faculties and departments. These submissions demonstrate the range and complexity of infrastructure needs across the university. However, not all requests move forward, as each project undergoes careful evaluation to ensure it meets university goals and budgetary constraints.

Financial considerations

Capital projects are primarily funded through two sources: **operating funds** and **Facility Renewal Planning (FRP) funding** from the provincial government. Currently, operating funds account for less than $500,000, representing approximately 12 per cent of total capital funding. Most funding comes from government grants, which follow strict guidelines and require external approval from the Ministry for deferred maintenance projects.

Major capital projects (budgeted at $4 million or more) are funded through a combination of fundraising, future budget allocations and debt financing, as outlined in the Capital Projects Policy. For more information, visit the university's Budget overview web page.

Our strategic priorities shape every aspect of capital planning and execution. Each investment advances institutional growth while helping to achieve sustainability, innovation and academic excellence. The following chart illustrates the distribution of capital investments by category for 2025-2026.



Looking ahead

The IARP presents an ambitious agenda to transform and expand our unique program offerings. With enrolment projected to exceed 18,000 students over the next decade, our infrastructure will evolve to support this growth.

For a comprehensive overview of our infrastructure needs, review the university's 2024-2028 capital requests list, which details projects submitted by faculties and departments.

The projects for 2025-2026 are:

2025-2026 Capital Project Budget Summary - Campus Improvements		
Project name	**Project description**	**Project budget**
Accessibility - AODA Compliance		**$ 345,000**
Painting doors and frames for visibility	High contrast paint between the door and frame for accessibility	$60,000

BIT/LIB/ENG Automatic door openers	Door operator refresh and improvements, barrier-free design	$80,000
Lighting upgrades	Improved lighting levels with LED swaps	$150,000
Other Projects	Exterior tactile strips, and SIR classroom arrangements	$55,000
Deferred Maintenance		**$ 1,965,000**
Campus civil repairs (DC)	Roads, curbs and parking lot maintenance	$75,000
ACE, DTB roof repairs	Repair and replacement of failed roofing systems	$1,187,000
Walk-in cooler upgrades	BIT sample fridges refrigerant swap and maintenance	$75,000
UA east/west pump replacements	Pump replacements before hitting critical EoL	$89,200
DTB RTU replacement	55 Bond aging HVAC units replaced	$488,800
Other Projects	Dehumidification in LIB archive, CHA brick repointing/repair	$50,000
Equipment		**$ 1,050,152**
ERC workstation refresh	Improvement to grad student furniture/space ERC	$60,000
Archibus upgrade	Program upgrade for both institutions, service tickets	$65,000
Steris sterilizer equipment replacement	Small equipment sterilizers reaching EoL, replacement	$130,152
BIT central plant upgrade	New heat pump to be installed in BIT basement, 2050 carbon	$790,000
Other Projects	Power for experimental equipment setup in ENG	$5,000
Facilities Modernization		**$ 47,000**
Interior Projects	ACE fire detection in bays, emergency power on exits, paint in SIR	$47,000
Renovation		**$ 362,000**
SHA Classroom renovations	Combining classrooms to meet need for larger groups	$117,000
Test Centre expansion	Reno to improve delivery of test centre exams	$150,000
ENG new FEAS offices	Change open reception into closed offices for new hires	$80,000
Other Projects	Sound attenuation on the ground floor LIB, office improvement	$15,000

TOTAL	**$3,769,152**

The university is preparing for future growth through a range of capital projects:

New student residence: To accommodate the enrolment growth, a new student residence is planned for occupancy by fall 2028.

Walking trails and parking: New walking trails will promote active transportation and improve accessibility. Additional parking is also being explored to accommodate growing demand.

New academic building: Early planning is underway for a new academic building to expand research and teaching capacity.

Charles Hall expansion: Our long-term plans for downtown Oshawa include a multi-storey addition creating a new academic hub alongside commercial spaces to strengthen the downtown campus.

Campus Field House renewal: Renewal plans are under consideration, which may include upgrades to the existing facility or the development of a new one. Either approach will improve functionality, energy efficiency and overall condition to continue serving the university community effectively.

Implementation approach

Senior leadership oversees infrastructure decisions, with the Board of Governors approving major undertakings. This governance model, shaped by the Campus Master Plan and annual budget priorities, ensures accountable, forward-focused space management.

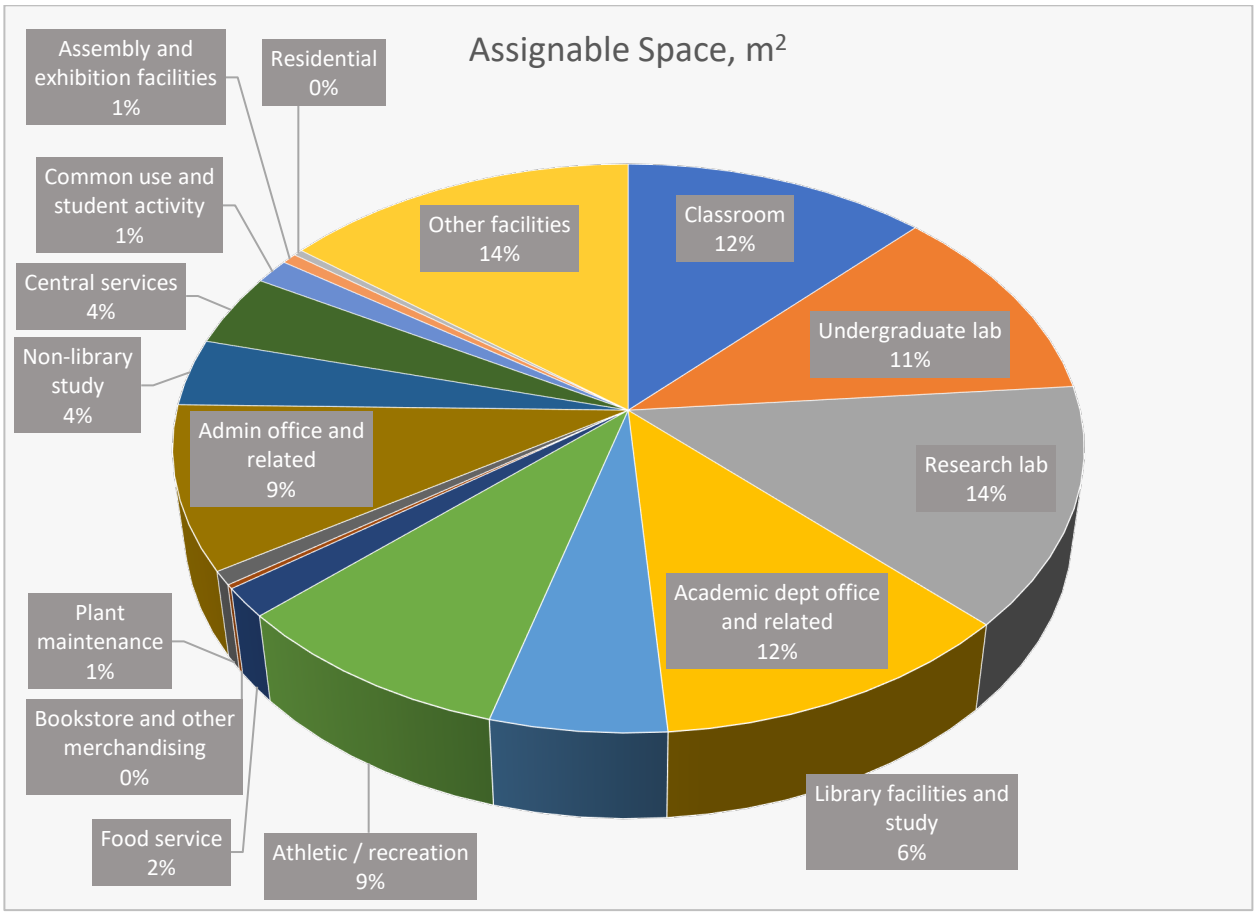
To manage our assets effectively, we follow a phased implementation process outlined in the Capital Projects Policy. This includes:

- **Using a multi-year approach to deferred maintenance** to preserve the long-term functionality of facilities.
- **Improving asset management knowledge** through continuous exploration and adoption of innovative technologies to optimize infrastructure effectiveness, support sustainability and reduce risk.
- **Maintaining long-term budget forecasts** to ensure financial planning supports infrastructure priorities.
- **Implementing projects in phases** to address the university's most urgent needs.

For more information on process, visit the Space Management Principles web page.

Appendix A: Space distribution

The chart below illustrates the current breakdown of the university's assignable space.



Appendix B: Project highlights from the past 24 months

The following projects are noteworthy examples of how our capital planning and delivery contribute to the university's strategic priorities: Tech with a conscience, learning re-imagined, sticky campus, and partnerships.

Tech with a conscience

- **Decommissioning of oxygen production equipment (Clean Energy Research Lab**) to sustainably remove outdated equipment.
- **Installation of new transformer (ACE)** to expand research capacity for electric vehicle charging. (Funded by ACE).
- **Creation of the Nicholas Sion Labs (Energy Research Centre, Rooms 1056 and 1054)** for advanced charging and energy storage technology.
- **The Abound platform (Charles Hall)** aggregates and analyzes indoor air quality data from various building systems and sensors, enabling our HVAC systems to adjust in real time, enhancing energy efficiency and indoor air quality.

Learning re-imagined

- **Expansion of study spaces** in the North Oshawa Library by replacing shelving with new study furniture.
- **Installation of accessible classroom podiums** compliant with the Accessibility for Ontarians with Disabilities Act, improving accessibility in teaching spaces. **Renovation of social science lab (Bordessa Hall)** to create new research spaces for the Faculty of Social Science and Humanities.

Sticky campus

- **Phase 1 of the Campus wayfinding** initiative, launched in 2021, improves navigation with effective and accessible signage.
- **Transformation of an underused retail space to create Aisle24 autonomous market (Library)**, providing continuous access to food and drinks on campus.
- **Expansion of freezer space (Business and Information Technology Building)** for improved catering operations.
- **Creation of a downtown student study space (Charles Hall)**, featuring new multi-device charging units, funded through a generous donation from Mitch and Leslie Frazer. Additional battery chargers were installed in classrooms for laptop charging.

Partnerships

- **Establishment of the Experiential Learning Hub**, a dedicated space to support co-op activities and streamline work-integrated learning, which was previously managed within individual faculties.

Appendix C: Conceptual campus development renderings

The following conceptual renderings illustrate anticipated phases of campus development. These visualizations are intended for planning reference only and are subject to change as projects progress through formal design and approval stages.

Figure C1: Campus overview (2024)

Figure C2: Long-term campus vision : The following map and tables illustrate a conceptual plan for phased campus development. While presented as a 30-year vision, the timeline may shift based on enrolment growth, academic needs and available funding. The accompanying tables break down estimated new space projections for each phase of development.

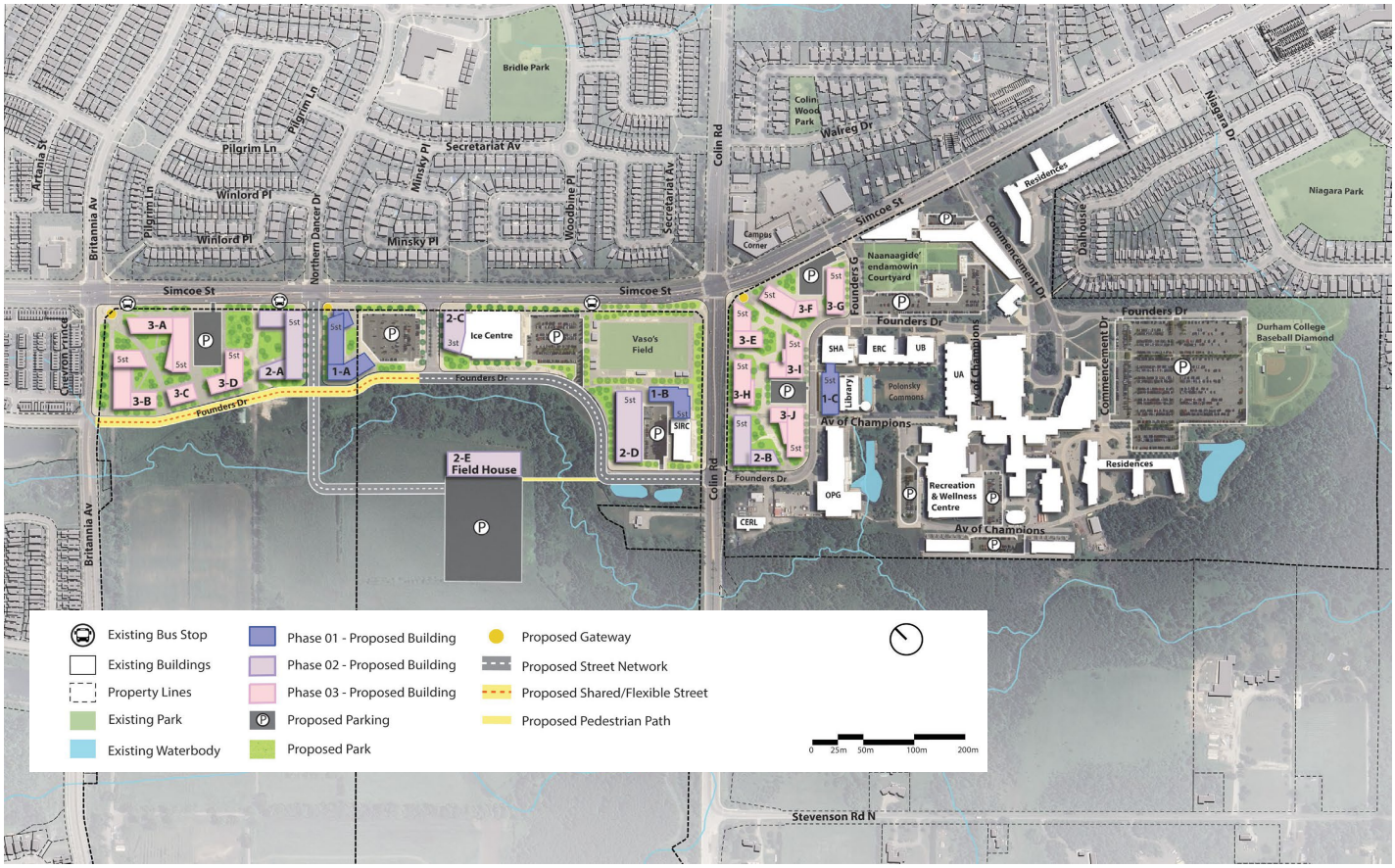


Figure C3: Concept rendering: Building 1A (2027)

Figure C4: Concept rendering: Building 1B (2028)

COMMITTEE REPORT

SESSION:		**ACTION REQUESTED:**	
Public	☒	**Decision**	☐
Non-Public	☐	**Discussion/Direction**	☒
		Information	☐

TO: **Strategy & Planning Committee (S&P)**

DATE: **June 12, 2025**

PRESENTED BY: **Brad MacIsaac, Vice President Administration**

SUBJECT: **DRAFT Sustainability Principles**

COMMITTEE/BOARD MANDATE:
The Strategy and Planning Committee (S&P) is responsible for overseeing the strategic planning for all aspects of the University and assessment of the plans in the context of the University's vision, mission and values.

KEY CONSIDERATIONS:
As we create the *2025–2030 Sustainability Plan*, University leadership is seeking the S&P's input on the proposed overarching principles, to ensure they, are in alignment with the University's broader goals.

BACKGROUND/CONTEXT & RATIONALE:
The University's sustainability planning began in 2015 with the *Strategic Sustainability Plan 2015-2020* that mapped the initial course for the University to address sustainability and climate issues. The *Sustainability Plan* was updated for 2020-2025. This document continued to focus on operational and facilities actions.

Ontario Tech's commitment to sustainability runs through every aspect of our organization, including research, teaching and learning. As the University seeks to develop the *2025–2030 Sustainability Plan ("Plan")*, the University seeks to reflect that boarder commitment.

The attached document serves as a prompt to engage students, faculty, staff and the community in a collaborative process to guide the University's continued response to climate changes**.** This University-wide effort to develop the principles reflects more than 18 months of engagement, shaped through consultation sessions, targeted discussions with departments, and collaboration with academic and administrative leaders. It also benefited from the thoughtful input of the Indigenous Education Advisory Circle and the University's Director of Indigenous and Cultural Relations. *See Appendix A below: Consultation Summary: Ontario Tech Sustainability Plan.*

Through the launch of a May 2025 centralized **Ontario Tech Sustainability website** we share our successes, highlight leading practices to enable change and create a place for transparent reporting. Like the Energy website, this site will serve as a centralized hub showcasing the commitment to sustainability across academics, research, operations, and community impact. It brings together diverse stories, data, initiatives,

and milestones from across campus in one accessible space - highlighting just how much sustainability is embedded in our institutional culture. Key sections include:

- **Sustainability in Action:** Real-world examples of how sustainability is embedded in teaching, research, campus operations, and student-led initiatives.
- **Strategy and Reporting**: Access to our institutional plans, guiding principles, progress reports, and sustainability metrics.
- **Get Involved**: Information on how students, staff, and faculty can participate in sustainability efforts, both on campus and beyond.
- **News and Highlights**: A curated collection of success stories, updates, and innovations led by the Ontario Tech community.

The next phase will focus on the development of an implementation plan that will establish a process of evaluation and assessment. As we undertake this phase the University is committed to creating space for new ideas, dialogue and continuous improvement. Our shared vision will come to life through the active participation of every faculty and department. Each unit will identify and implement concrete action items that help move our strategy forward.

SUPPORTING REFERENCE MATERIALS:

- DRAFT Sustainability Principles 2025-2030

Appendix A – Consultation Summary: Ontario Tech Sustainability Plan

The development of the Sustainability Principles involved over 18 months of consultation and engagement across the University. This process brought together perspectives from faculty, staff, leadership, and Indigenous partners to inform and shape the plan's direction, content and tone.

Consultation highlights:

- **Indigenous Education Advisory Circle (IEAC):**
  The draft was shared before the IEAC's May 30, 2024 meeting, which was discussed during a scheduled agenda item. Input from the Circle helped shape the language and emphasis around Indigenous perspectives, truth and reconciliation, and our relationship with the land. In early 2025, the University's Director of Indigenous and Cultural Relations reviewed the draft and provided additional suggestions to strengthen inclusivity, clarity and alignment with Indigenous engagement principles. These refinements are reflected in the final version of the plan.

- **Pan-university consultation sessions:**
  Two campus-wide consultation meetings were held on February 28 and March 28, 2024. Invited representatives from faculties and key departments reviewed the draft and provided feedback during and following the sessions.

- **Targeted meetings with operational teams:**
  Smaller working meetings were held with units such as Office of Campus Infrastructure and Sustainability (OCIS) and Brilliant Energy to refine the principles, identify priorities and ensure feasibility and alignment with existing practices.

Consultation participants

The following individuals were invited to participate in University-wide consultation sessions held during the development of the Sustainability document. Additional feedback was welcomed before and after each meeting.

- Jennifer Alsop, External Relations Department
- Robert Bailey, Faculty of Science
- Caroline Barakat, Faculty of Health Sciences
- Ken Bright, Office of Campus Infrastructure and Sustainability
- Pariss Garramone, Faculty of Social Science and Humanities
- Daniel Hoornweg, Faculty of Engineering and Applied Science
- Les Jacobs, Office of Vice President, Research and Innovation
- Kelly Karn, Communications and Marketing
- Brad MacIsaac, Office of the Vice President, Administration
- Melissa Ramirez, Communications and Marketing
- Isabel Savransky, Office of Campus Infrastructure and Sustainability
- Peter Stoett, Faculty of Social Science and Humanities

DRAFT Sustainability Principles 2025-2030

Executive summary

Ontario Tech acknowledges its responsibility to undertake meaningful actions to address global climate change, preserve biodiversity and promote social and economic well-being.

Our Sustainability Strategy represents a significant shift toward a more holistic and integrated approach to sustainability. It unites all fundamental aspects of our campus, including academic initiatives, research practices, Indigenous engagement, community partnerships and operational processes. Our comprehensive approach values the diverse perspectives of the university community and invites meaningful participation and collective action to achieve our goals.

Aligned with the university's Integrated Academic-Research Plan (IARP) to embrace 'tech with a conscience,' we integrate sustainable principles into our decisions, operations and academic work. While our focus begins internally, we will extend our positive impact through education, innovation and collaboration beyond our campus boundaries. We draw inspiration from the United Nations' Sustainable Development Goals (SDGs) to guide our efforts to generate positive social, environmental and economic impact and affirm our role as a model for and catalyst of change.

Our commitment includes honouring the Indigenous land we are situated on, covered under the Williams Treaties and the traditional territory of the Mississaugas, and recognizing the deep connection between Indigenous knowledge and sustainable practices. We remain focused on supporting the environment and well-being of our communities knowing that significant local impact can have provincial, national and global resonance.

A cornerstone of our efforts is the development of low-carbon, reliable, safe and equitable energy solutions. We contribute to a resource-efficient future by addressing energy needs across transportation, industry and electricity generation. We have also set ambitious emissions reduction targets: to cut carbon emissions by 50 per cent from 2022 levels by 2030 and achieve near-net-zero emissions by 2050, ensuring environmentally responsible energy solutions. A companion **sustainability website** (link) showcases our experts, research labs, academic programs and partners, underscoring the depth of our work in this field.

We are committed to creating space for new ideas, dialogue and continuous improvement. Our shared vision will come to life through the active participation of every faculty and department. Each unit will identify and implement concrete action items that help move our strategy forward. As a living document, this roadmap remains adaptable to changing needs and priorities and will guide our progress toward a more sustainable future for all.

Vision

To be recognized as a global leader in sustainability, where every aspect of our institution embodies sustainable practices and the ethical application of technology, driving positive change locally and globally.

Defining sustainability

Sustainability encompasses a range of interconnected dimensions, extending beyond environmental considerations to include economic growth, social equity and long-term resource management.

Our definition is rooted in our commitment to the ethical use of technology. We align with the United Nations Brundtland Commission concept, articulated in Our Common Future, as, "**meeting the needs of the present without compromising the ability of future generations to meet their own needs**."

Truth and reconciliation

Our sustainability efforts extend beyond environmental and economic considerations to include meaningful engagement with Indigenous communities. Informed by our connection to traditional Indigenous lands, we integrate truth and reconciliation into our broader sustainability framework. We address historical and ongoing injustices by building a culture of respect, collaboration, cultural healing and relationships based on reciprocity that honour Indigenous knowledge.

Guided by the Truth and Reconciliation Commission (TRC) of Canada's calls to action, especially in education, we recognize that true reconciliation requires restoring our relationship with the environment. As emphasized in the TRC by Elder Reg Crowshoe, "Reconciliation between Aboriginal and non-Aboriginal Canadians, from an Aboriginal perspective, also requires reconciliation with the natural world. If human beings resolve problems between themselves but continue to destroy the natural world, then reconciliation remains incomplete." Our actions reflect this understanding and acknowledge the deep connection between cultural healing, survival and sustainability.

We combine the strengths of Western science with Indigenous knowledge, a way of understanding the world grounded in responsibility, respect for nature and recognition of our shared connections. This approach reflects the concept of Two-Eyed Seeing, introduced by Mi'kmaq Elder Albert Marshall, which encourages viewing the world through both Indigenous and Western perspectives to achieve better outcomes by embracing diverse ways of knowing. Together, these perspectives shape a more holistic and culturally respectful response to sustainability challenges.

Sustainability and ‘tech with a conscience’

Our strategy reinforces our commitment to shaping the future with responsible technology that benefits individuals, communities and the planet. As we implement our initiatives, we recognize technology’s profound impact on our campus and use this insight to create positive change through comprehensive community campaign, responsible research and informed decision-making.

We harness technology's potential to build a better world where ‘tech with a conscience’ lies at the heart of progress. Through collective effort, we advance this transformative agenda.

Fiscal sustainability: A foundation for sustainable growth

Fiscal responsibility is fundamental to our approach. We rely on effective budgeting, cost control and targeted investments to maintain the resources needed to support our environmental, social and academic priorities. In an era of financial constraints across the Ontario university sector, our disciplined budgeting enables us to continue to prioritize sustainability even during challenging times.

Our efforts to optimize revenue, reduce unnecessary spending and secure additional funding protect our financial health and allow for long-term investments in energy-efficient infrastructure, research and community engagement. Our investments in digital transformation, including sustainable IT procurement, cloud-based systems and smart building technologies, reduce energy consumption and lower operational costs, further strengthening our future.

Principles

Our principles guide our efforts to build a more sustainable and equitable future. They encompass research, innovation, academic programming, and nurturing a welcoming campus community.

Research and innovation

Principle 1: Advance collaboration and knowledge exchange among students, researchers and community partners to develop relevant solutions and cultivate a culture of inquiry, critical thinking and problem-solving to address sustainability challenges.

Principle 2: Lead in interdisciplinary sustainability-focused research initiatives to tackle pressing global challenges, create positive economic impacts and drive innovation for a sustainable future.

Principle 3: Demonstrate leadership in the ethical application of technology by integrating social considerations into our research and innovation.

Academic programming and institutional engagement

Principle 4: Empower students as change-makers by actively involving them to address urgent social, environmental and economic issues.

Principle 5: Collaborate with communities, industry leaders and governments to ensure our academic programming equips students to solve societal challenges and contribute to regional and global well-being. We will incorporate hands-on learning experiences and initiatives into our curriculum that stimulate sustainable growth and promote long-term prosperity in our community.

Principle 6: Promote a culture of ownership and commitment among the university community, encouraging active participation in and support for sustainable practices and initiatives across all dimensions.

Sustainable and welcoming campus community

Principle 7: Nurture an inclusive and accessible campus community where all individuals feel welcome and valued, and where diverse lived experiences and Indigenous worldviews are reflected in our practices.

Principle 8: Implement practices across all university operations to enhance efficiency, resource conservation and social responsibility

Principle 9: Embed sustainability principles into strategic planning, policies, asset management and decision-making processes at all levels of administration to encourage open dialogue, transparency and inclusivity.

Implementation

Sustainability is a significant university priority. All faculties and departments will review the university's Sustainability Plan and develop specific action items to contribute to its realization. We will share these action items on the university website as part of our dynamic action framework, ensuring transparency and collective accountability.

The overarching measurement is to achieve Platinum rating certification from Sustainability Tracking Assessment and Rating System (STARS) by 2030. As part of the North American Sustainable Campus Ranking Index, Ontario Tech began reporting our sustainability actions with the Association for the Advancement of Sustainability in Higher Education (AASHE)'s in 2016. STARS is a transparent, self-reporting framework for universities to evaluate, measure, and assess their sustainability performance in relation to other higher education institutions. This comprehensive report is completed every three years and includes the following areas: Academics, Engagement, Operations, Planning and Administration, Leadership and Innovation. Each year Ontario Tech has tracked and evaluated the implementation of all small-scale and large-scale actions being developed across the university. Continuing to push sustainability efforts forward, we improved our overall score and received a STARS Gold Rating in 2019 and 2023 with a score of

71. Our objective is to reach the platinum rating of 85 points over the next five years through the development of more projects that develop the campus as a living laboratory.

We will publish an annual report highlighting achievements, milestones, and the impact of implemented initiatives on our strategic goals. This report will also detail any necessary adjustments or adaptations and underscore our collective commitment to achieving our sustainability goals.

BOARD OF GOVERNORS

Strategy & Planning Committee (S&P)

Minutes of the Public Session of the Meeting of April 3, 2025
1:00 p.m. to 2:12 p.m. Hybrid

Present: Eric Agius (Chair), Lisa McBride (Vice-Chair), Laura Elliott, Emily Whetung-MacInnes, Matthew Mackenzie, Peter Marchut, Steven Murphy, Michael Rencheck, Hannah Scott, Dwight Thompson

Regrets: Ahmad Barari, Mitch Frazer

Staff: Kirstie Ayotte, Nicola Crow, Lee Hays, Krista Hester, Les Jacobs, Lori Livingston, Brad MacIsaac, Ade Oyemade

Guests: Mikael Eklund, Chelsea Bauer

DRAFT

1. **Call to Order**
   The Chair called the Public session of the S&P meeting to order at 1:00 p.m. and read aloud the Land Acknowledgment.

2. **Agenda (M)**
   A member requested that item 8.1 be removed from the Consent Agenda for discussion.

   Upon a motion duly made by P. Marchut and seconded by H. Scott, the Agenda was approved as amended.

3. **Conflict of Interest Declaration**
   None noted

4. **Chair's Remarks**
   The Chair began by reminding Committee members of some meeting protocols, and Public session attendees were welcomed though were noted unable to participate or engage in the meeting.

   He reminded Board members to complete the upcoming Annual Board Practices Assessment and Skills Matrix, which will be distributed the week of April 27 and due

by May 9, 2025. He emphasized the importance of full participation, noting that these tools support governance best practices, board recruitment and professional development. He also expressed sincere appreciation to President Murphy, and all involved in organizing an excellent Board Advance session, and commended Dr. Lenga and Dr. Cooper for their thoughtful and engaging presentations.

5. President's Remarks

The President thanked faculty, staff, and students for their dedication throughout the academic year and announced Ontario Tech's leadership in the next phase of Project Arrow 2.0, following the success of Canada's first zero-emission concept vehicle. He noted that the University has secured $11 million in new federal and provincial funding, with faculty and students set to collaborate with industry partners to integrate advanced technologies such as 3D-printed carbon components and AI systems—further solidifying the University's role in sustainable transportation innovation.

He also highlighted key campus achievements, including the winner of Ontario Tech's Three Minute Thesis (3MT) competition – a Master of Health Science student whose research focuses on literacy predictors to support healthier dietary choices. They will go on to represent the University at the provincial 3MT competition in May.

Congratulations were also extended to the Celebrate Teaching Award nominees and recipients, recognizing excellence in teaching across the University. The President also celebrated the accomplishments of student-athletes during a year of notable firsts, including the men's soccer team competing nationally and the women's lacrosse team earning their first medal. He underscored the important role of athletics in fostering community spirit and pride in the University.

6. Strategy

6.1 Strategic Conversation: Annual Digital Strategy Update* (D)

L. Livingston advised that in 2022, the University began reporting annually on its digital strategy, focusing on how technology was helping to diversify our offerings by embracing technology-enabled learning platforms and other digital utilities (e.g. wayfinding). As the Institution has grown, it has become clear that Ontario Tech needs to move away from a shared platform with Durham College to control its own digital future. She acknowledged the efforts of staff during this transition and emphasized the importance of AI integration as a key forward facing priority for the University.

B. MacIsaac reminded members that the University uses the Integrated Academic-Research Plan (IARP), updated annually by the Provost, with enabling plans like the digital strategy supporting key priorities. The goal is to advance technology to help achieve the President's and Provost's objectives.

A. Oyemade highlighted that the University has made significant strides in evolving its digital strategy, transitioning from a support team to a key strategic partner in shaping a comprehensive digital ecosystem across the Institution. She noted that the University has focused on enhancing its technological infrastructure, improving systems to support both faculty and students, and ensuring that advancements align with broader strategic goals.

She advised that efforts have been made to increase flexibility in program offerings and create opportunities for continuous learning, using cloud-based systems and integrating emerging technologies such as AI. She noted that as part of these changes, there has been a focused effort to improve the student experience, including enhancing classroom technology and streamlining administrative systems to better support admissions and other processes. With these transformations, the University is positioning itself as a leader in technology-driven education, committed to fostering student success and preparing graduates for the competitive job market.

In response to a question regarding vendors, B. MacIsaac advised that a high percentage of purchases are directed toward Ontario based suppliers. He noted that efforts are ongoing to explore more Canadian options, though challenges remain in terms of availability and system capabilities. A. Oyemade emphasized that data hosting is within Canada.

A question was raised about the University's separation from Durham College's IT systems. A. Oyemade clarified that while some services, such as networking, privacy and security, and IT support to shared spaces, like the Athletic Centre and Library, will remain integrated for efficiency, the University is pursuing greater independence in areas like the Enterprise Resource Planning (ERP) system. This decision is driven by risk considerations and differing strategic goals, particularly the University's focus on AI integration, leading to a need to separate from Durham College in some system areas.

A question was also raised about the University's data sharing protocols with external partners, like Lakeridge Health. A. Oyemade explained that the University has established a robust data governance framework. This includes having data stewards in departments such as HR, student and Finance to ensure that there are proper vetting processes as part of any data sharing. Before sharing sensitive information, such as student data, it must be approved by relevant departments, ensuring compliance with Canadian regulations. These protocols ensure that data is managed securely and responsibly, especially when it is shared with external partners.

DRAFT

6.2 Research & Innovation* (U)

L. Jacobs provided an update on Research & Innovation at the University. He advised that the University's research funding is progressing well, with recent gains helping to maintain momentum from last year. He shared progress reports on federal funding from the Canadian Institute for Health Research, the Social Sciences and Humanities Research Council (SSHRC), and the National Science and Engineering Research Council (NSERC), the latter of which remains the largest contributor thus reflecting the University's strong focus on STEM research. He noted that provincial funding has seen a decline, though efforts with organizations like the Ontario Centre of Innovation have helped mitigate the drop.

He also shared that foundation funding has also seen notable success, including some significant contributions. He highlighted that overall, this year, the University is on track for its highest funding levels, with a strong showing in research grants despite a slight decrease in applications. He added that this included the two highest grants ever received. Additionally, he advised that the University continues to build and maintain valuable research partnerships, with many multi-year collaborations in progress.

L. Jacobs noted that the University's research success is also reflected in university rankings, such as the Times Higher Education rankings. The Committee congratulated L. Jacobs and the Research and Innovation team.

7. Planning

7.1 Strategic Research Plan* (D)

L. Jacobs shared that the University is finalizing its strategic research priorities after six months of internal and stakeholder consultations. He highlighted a "pull" approach, where the University listens to partners and incorporates their input into the research process. The key priorities include AI and its applications, clean energy and climate change resilience, health promotion and equity, autonomous systems, community well-being and social innovation, entrepreneurship and business analytics, and materials and advanced manufacturing. He also emphasized the incorporation of attributes within the Plan like economic growth, sustainability, and an interdisciplinary approach. He advised that the consultation process is open for the Committee's feedback and that the Strategic Research Plan is designed to strengthen the University's engagement with industry partners, funding organizations, and other institutions.

A discussion raised concerns about Canada's economic challenges, particularly in

infrastructure, energy, and community well-being, suggesting that the University could play a more active role in addressing these issues. In response, it was acknowledged that areas like infrastructure and certain engineering disciplines are not currently emphasized in the University's focus. There was agreement that these gaps should be explored in the University's strategic plan to contribute more effectively to development.

A thorough discussion took place regarding potential non-STEM revenue streams, particularly in the Social Sciences. It was suggested that the University explore ways to leverage its policy research, textbooks, and other academic outputs, drawing inspiration from successful models used by other institutions. This sparked conversation on how to promote and monetize the intellectual work already produced, with the goal of increasing both visibility and revenue. There was strong support for integrating these opportunities into the broader strategic vision, recognizing their potential value to both the University and the community.

8. Consent Agenda* (M)

***Consent Agenda item pulled for discussion as noted in item #2**

8.1 Minutes of Public Session of Meeting of February 6, 2025* (M)

A member advised that during the February 6, 2025 meeting, there was discussion about changing the name of the Board Retreat to Board Advance, but did not recall that there was a consensus, as noted in the minutes, to change the wording. The member advised that it was their view the minutes did not fully reflect the conversation.

Through discussion, it was noted that at the February 6, 2025 meeting most members approved the change, with some wanting to reconsider alternatives. The Chair confirmed that the minutes would be amended if the Committee supported the change to replace “consensus” with “the majority position”.

Upon a motion duly made by L. Elliott and seconded by M. Mackenzie, the Minutes of the Public Session of the Meeting of February 6, 2025 were approved as amended.

9. Adjournment (M)

There being no other business, and upon a motion duly made by M. Rencheck, the Public session of the S&P meeting adjourned at 2:12 p.m.

Kirstie Ayotte, Assistant University Secretary

DRAFT

BOARD OF GOVERNORS
STRATEGY & PLANNING COMMITTEE

2024-2025 Annual Board Report
Status Legend: Green = completed; Orange = underway; Red = not started

Key Accomplishments based on workplan	Highlights for Future Planning/In Progress
• Oversight of the Tech with a Conscience Campaign • 2024-2025 Board Advance planning • Oversight of IARP • Consultation on new Strategic Research Plan • Enrollment Plan and International Student Strategy oversight • Focused Strategic Conversations including the Campus Master Plan & Annual Digital Strategy Report	• Oversight of Enrollment and International Student Strategy • Consultation on/oversight of Campus Master Plan update • October 9, 2025 Board Advance • Continued oversight of Tech with a Conscience Campaign • IARP performance against targets oversight • SMA4 performance metrics oversight • Asset Management Plan oversight • Sustainability Plan oversight

Meeting	Agenda item	Status
November 14, 2024	**Governance** • S&P Work Plan review • S&P Terms of Reference review **Advancement** • Advancement and Alumni Update **Strategy** • **Strategic Discussion**: Strategic Enrollment Management	

	Planning[1] • Board retreat discussion • Integrated Academic-Research Plan Timelines and Milestones • Enrolment Update ➢ Includes multi-year plan that will go into the fiscal blueprint **Significant Project Oversight** • Campus Master Plan	
February 6, 2025	**Advancement** • Advancement and Alumni Update **Strategy** • **Strategic discussion**: Campus Master Plan • Student Recruitment including International Strategy Update **Planning** • Student Success • Board retreat planning **Significant Project Oversight** • No applicable projects	
April 3, 2025	**Advancement** • Advancement and Alumni Update **Strategy** • **Strategic Conversation**: Annual Digital Strategy Update • Research & Innovation **Planning** • Strategic Research Plan **Significant Project Oversight** • No applicable projects	
June 12, 2025	**Governance** • S&P Annual Board Report	

	• 25-26 S&P Workplan **Advancement** • Advancement and Alumni Update • Annual Asset Review and Reconfirmation • Philanthropic Naming **Strategy** • **Strategic Discussion**: None • Integrated Academic-Research Plan Annual Report • Institutional Metrics/SMA3 Metrics Annual Report – Year 5 • SMA4 update • Annual Programs update: QA Process and Programs; Continuous Learning • International Student Annual Update **Planning** • Strategic Research Plan • Asset Management Plan (Annual) • Sustainability Plan (Annual) • Board Advance Follow-up/Planning **Significant Project Oversight** • No applicable Projects	