

# ACADEMIC COUNCIL REPORT

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**SESSION:**

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

**ACTION REQUESTED:**

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

**TO:** **Academic Council**

**DATE:** **June 25, 2024**

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

**SUBJECT:** **Institutional and SMA3 Metrics Annual Report**

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**BACKGROUND/CONTEXT & RATIONALE:**

The 2023-2028 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 year’s 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 (as approved by the Board in 2022). The metrics report card provides the institution with opportunities to reflect on the 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 and University’s 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 2023-2024 year marks year 4 of 5 in the SMA3 reporting cycle. Performance funding gains or losses for years 1,2 and 3 of SMA3 were notional in nature as MCU decoupled target achievement and performance funding due to the impact of the pandemic. For the current year 4 and the final year 5 reporting, performance funding has been 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 years 4 of the SMA3 reporting period and received an additional \$18,896 in performance funding.

We are pleased to present to Academic Council the qualitative summary report and 2023-2024 Institutional Metrics dashboard, and the SMA3 Metrics Annual report dashboards to illustrate progress towards our 2023-2028 Integrated Academic and Research Plan and our year 4 achievement of our SMA3 targets as reported to the MCU, respectively.

**CONSULTATION:**

Board Strategy and Planning, and the Board will be provided with the Institutional Metric and SMA3 Annual reports at their June meetings.

**SUPPORTING REFERENCE MATERIALS:**

2023-24 Integrated Planning Report\_Summary June 2024.docx

2023-2024 Institutional Metrics Report Dashboard\_final.pdf

SMA3Overview\_2023-2024.pdf



# 2023-24 Report on Institutional Metrics

June 2024

# 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
					
<b>Comprehensive Access Institution</b>					
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)	●			●	
<b>Transformational Education &amp; Research Excellence</b>					
Student Participation in Work Integrated Learning Opportunities	●		●		●
Partnerships supporting Work Integrated Learning	●		●		●
Students graduating with courses on Ethics or Impact	●	●	●		
Courses taught by Full-time 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	●			●	●
<b>Economic Stewardship</b>					
Net Income/Loss Ratio	●	<div style="border: 1px solid black; padding: 5px;"> <p>Legend:</p> <ul style="list-style-type: none"> <li>● - On Track/Meeting Target</li> <li>● - Progressing towards target</li> <li>● - Behind/Below target</li> </ul> </div>			
Viability Ratio	●				
Primary Reserve Ratio	●				
Net Operating Revenues Ratio	●				
Credit Rating	●				

# Ontario Tech University Metrics

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Metric: **Student Mix - Overall**

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

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

Target: Proportion of Graduate Students: between 8-10%  
 Proportion of Female Students: 50%  
 Proportion of International Students: 13-17% (15% by end of SMA)  
 Proportion of Part-Time Students: 7-10%



# Ontario Tech University Metrics

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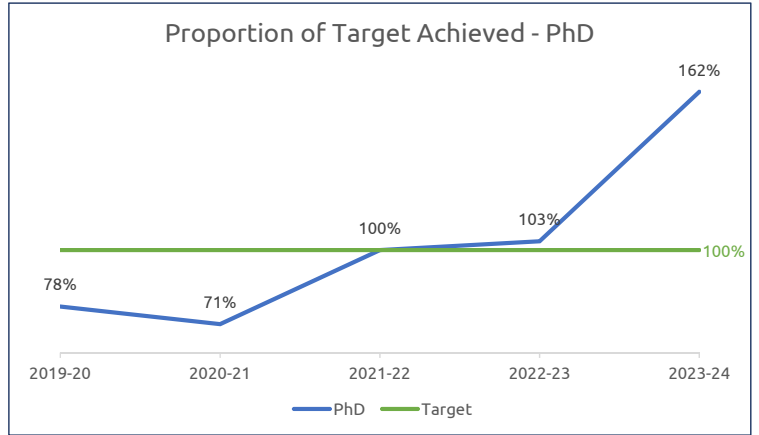
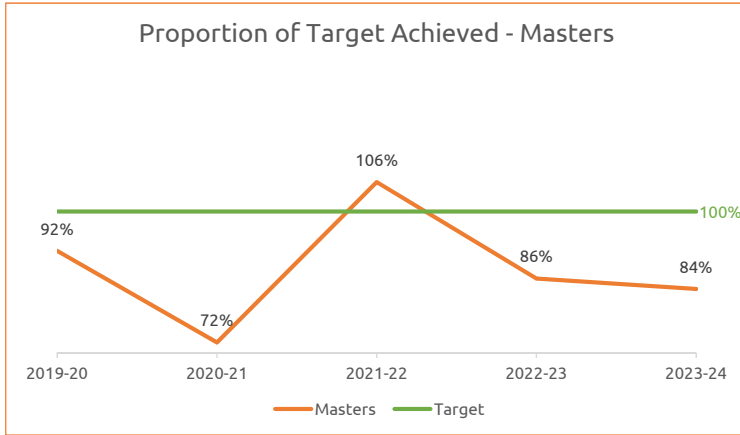
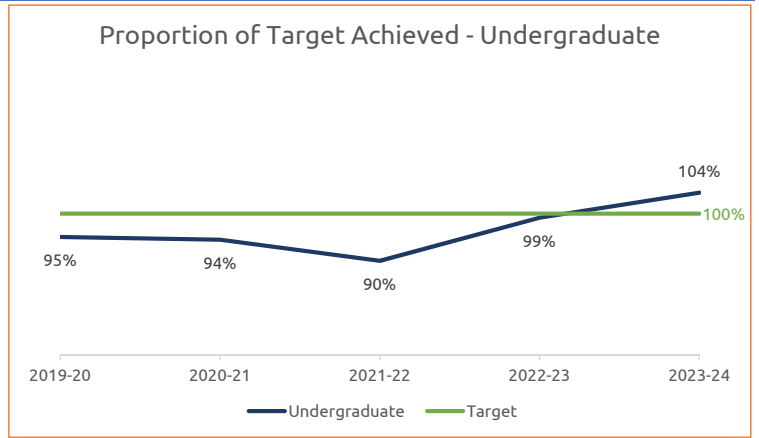
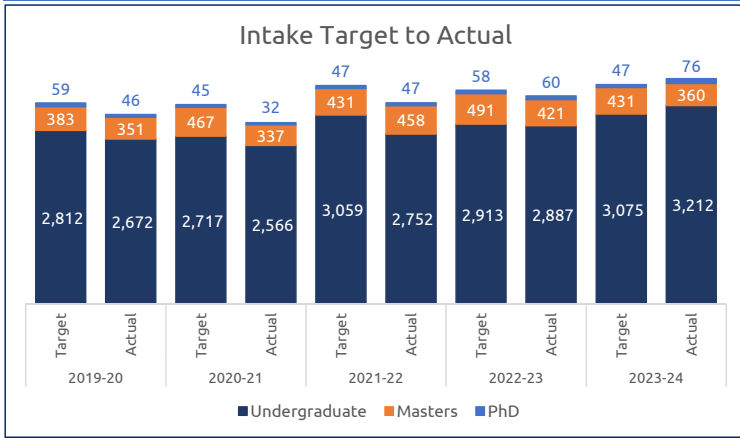
Metric: **Enrolment Targets to Actuals**

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

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Metric: **Demographics of our Community**

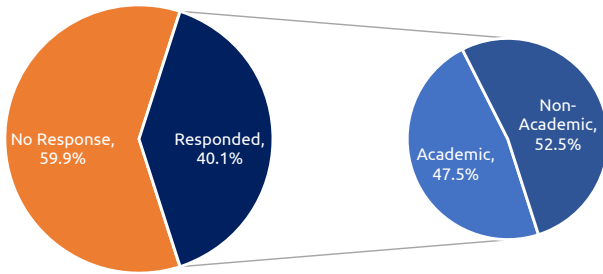
Definition: Response rates to internal EDI Self-ID Survey, from active Graduate and Undergraduate Students (as of Official Fall Count Date, November 1), and active Full-time Continuing and Limited-Term academic and non-academic employees (as of Official Count Date, October 1) .

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

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



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



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 2023-2024 official count date (October 1, 2023).

Response rates for students and limited term employees (academic and non-academic) did not meet target threshold of 30% required to reporting.

Strategies to improve response rates for all groups, with particular attention to students and contractual employees, are being developed and will be implemented in the 2024-25 academic year.

Relevant Self-ID data reporting details that align with the Diversity, Inclusion and Belonging Strategic Plan will be included in the 2024-25 reporting cycle.



# Ontario Tech University Metrics

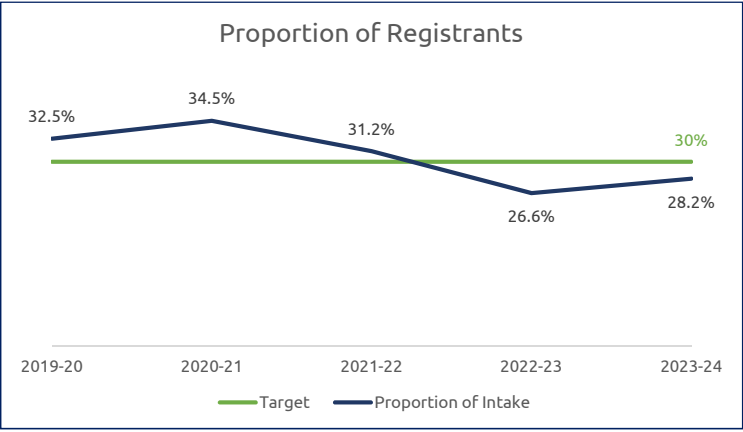
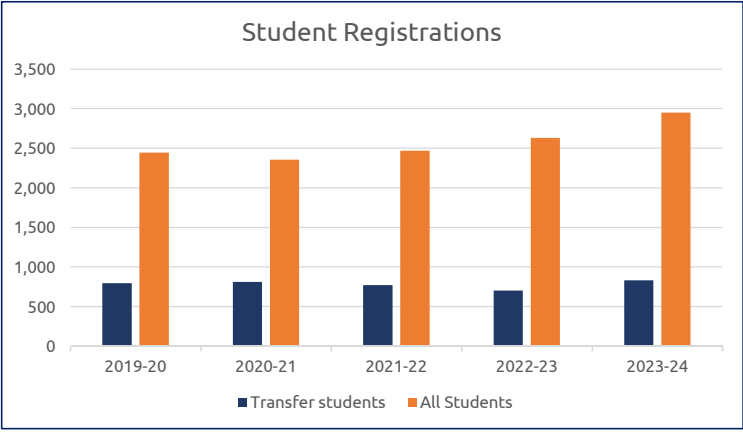
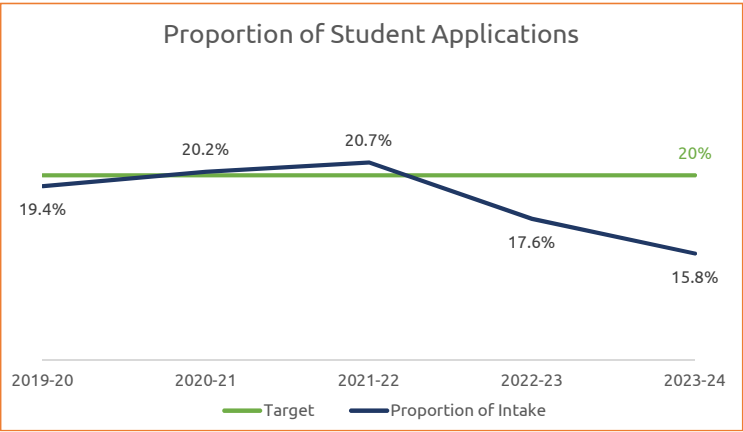
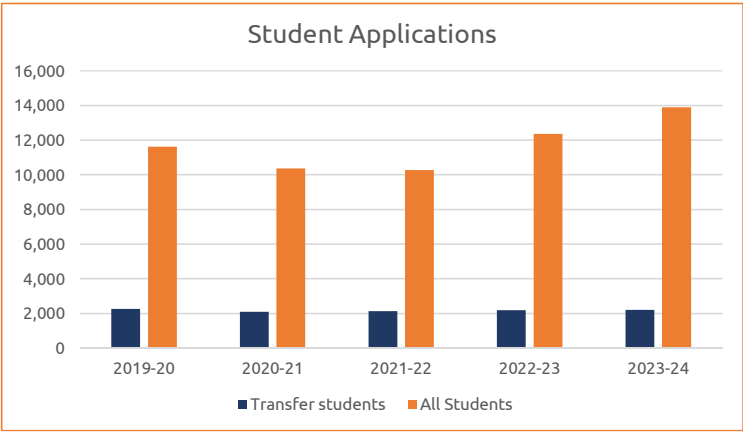
[Return to Metrics Listing](#)

**Metric:** Transfer students from universities and colleges

**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 30% of applications and 20% of registrations



# Ontario Tech University Metrics

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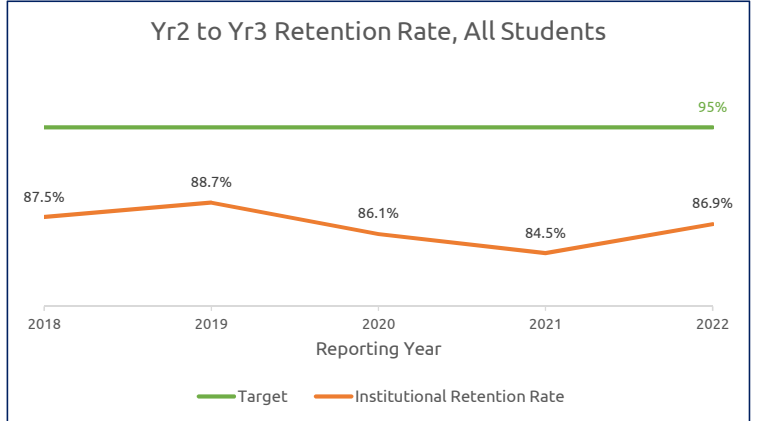
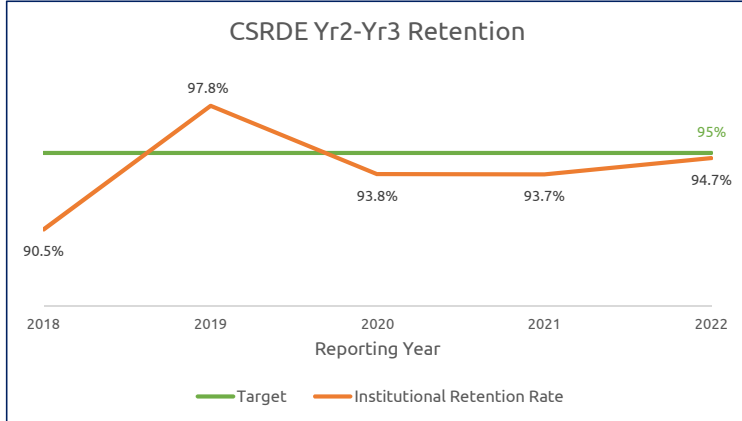
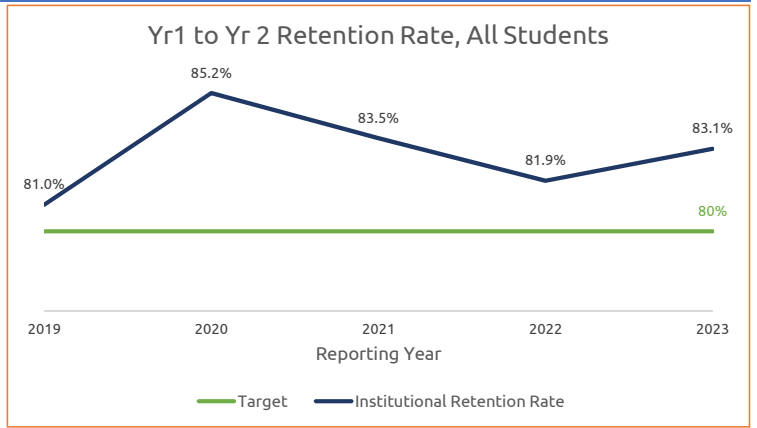
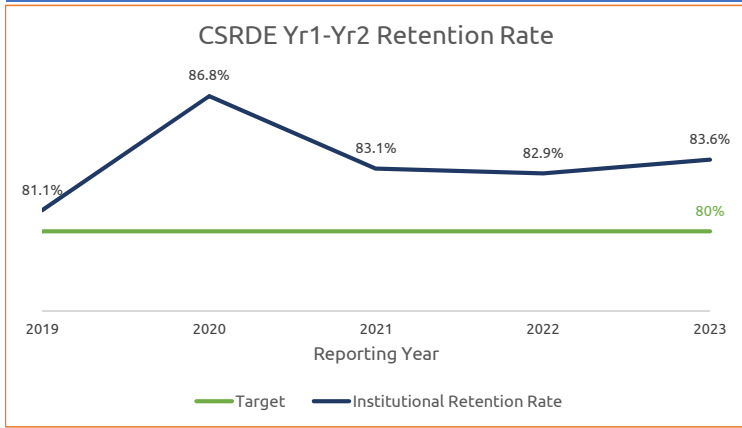
**Metric: Student Retention Rates**

**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

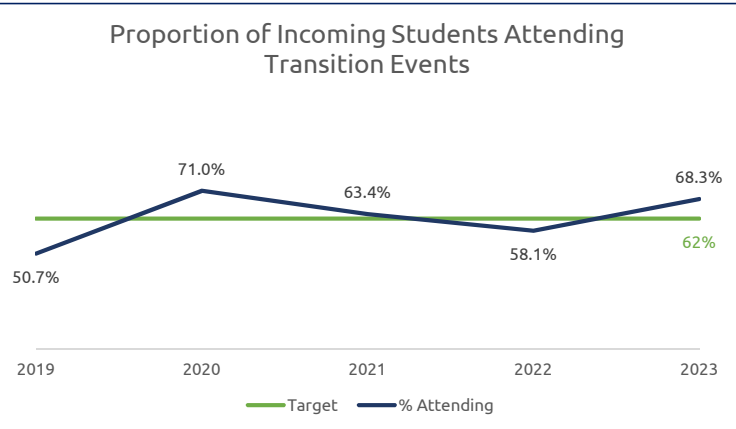
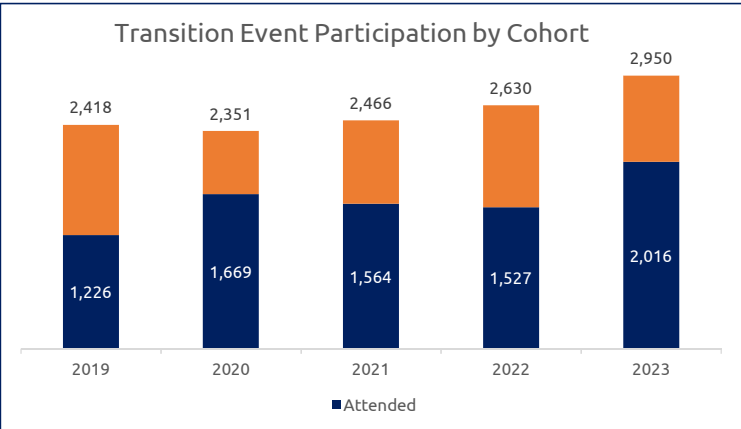
**Target:** CSRDE Year 1 to Year 2 Retention Rate: 80% or above  
CSRDE Year 2 to Year 3 Retention Rate: 95%



# Ontario Tech University Metrics

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**Metric:** Student Participation in Transition Events  
**Definition:** Distinct count and proportion of incoming UG students who attended one or more Transition Events (include Ridgeback Orientation, Ridgeback U, & MyStart)  
**Data Source:** Students Life event attendance tracking reports, and overall new UG student counts (Fall USER)  
**Target:** Proportion of Incoming Students (cohort) attending one or more Transition Events: 62% or above



MyStart 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 students who are beginning classes in September. This is a chance 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.

Ridgeback U is a yearly event that happens in July for incoming first year students that provides them and their supporters with the opportunity to experience the Ontario Tech community and prepare for September.

**Notes:**  
 2019 and prior: Orientation and MyStart were held fully in-person only.  
 2020: Orientation and MyStart were held fully online only.  
 2021 onwards: Orientation and MyStart were hybrid, with events held virtually & in-person.

# Ontario Tech University Metrics

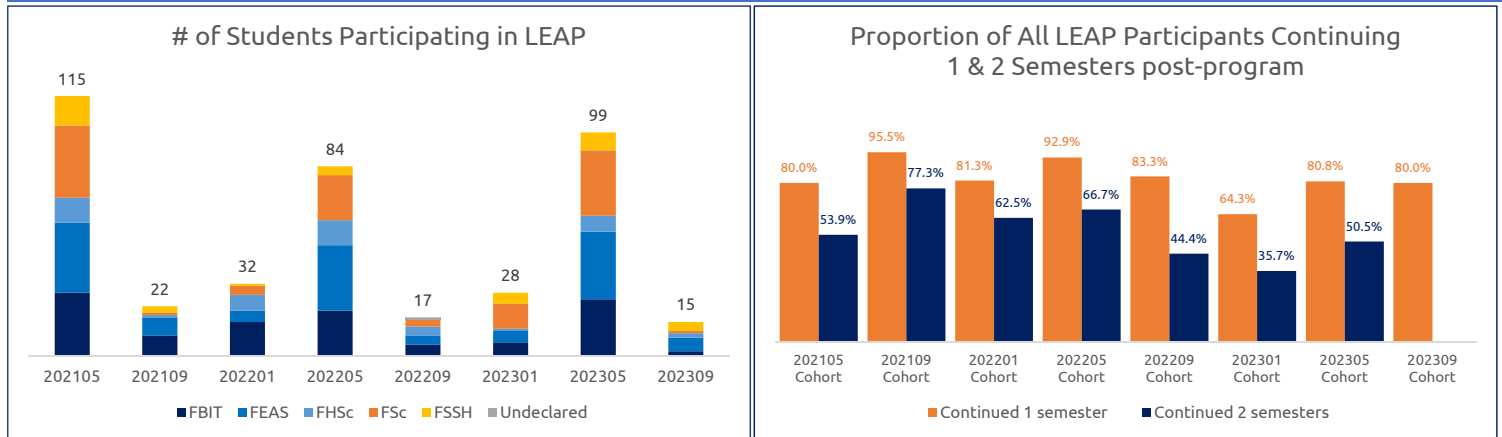
[Return to Metrics Listing](#)

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: Target will be set during 2024-25 in collaboration with the Teaching and Learning Centre



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

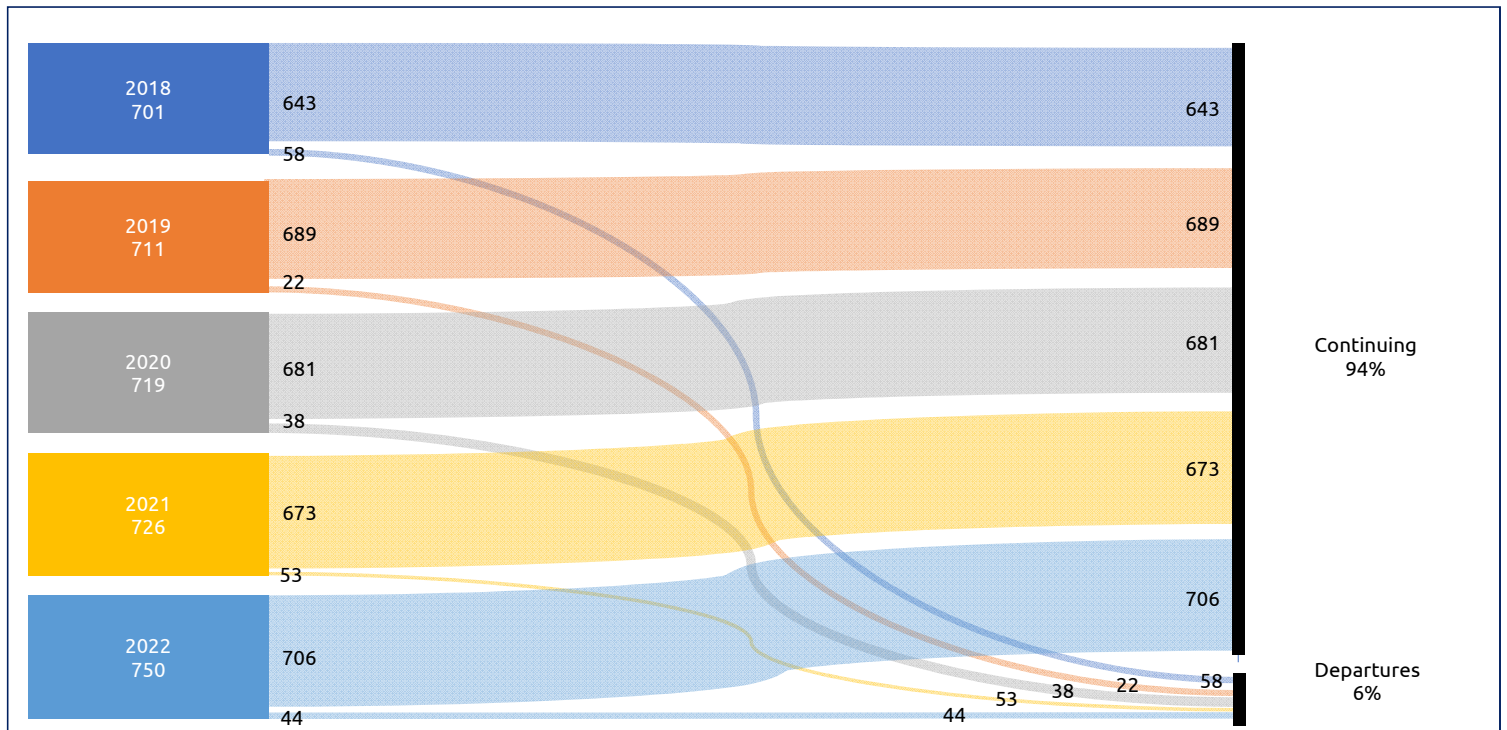
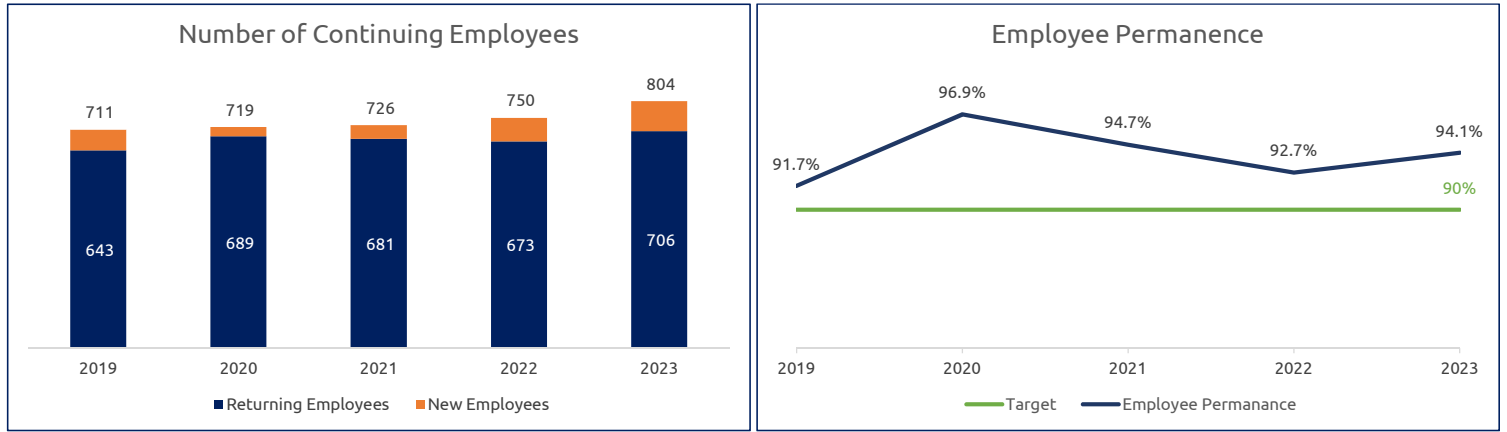
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Metric: **Employee Retention (Academic and Non-Academic)**

Definition: Number and proportion of full-time continuing 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

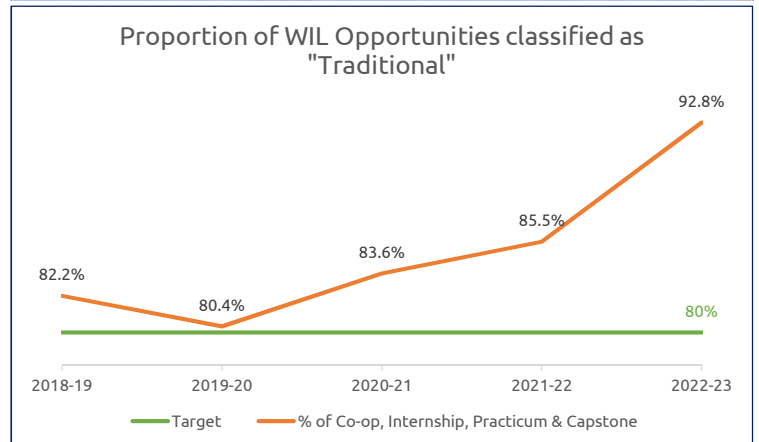
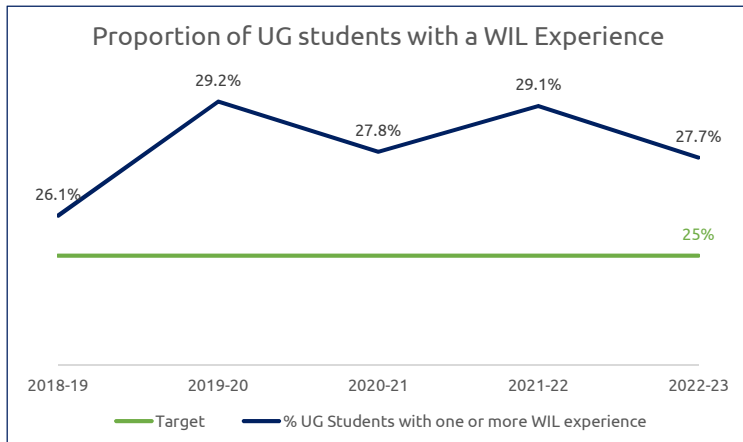
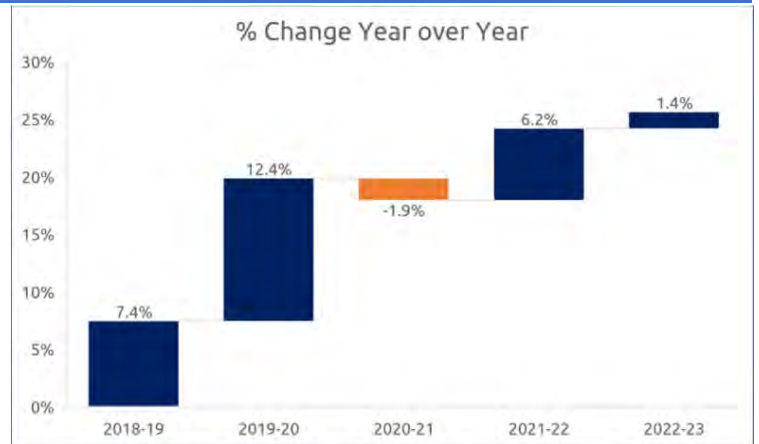
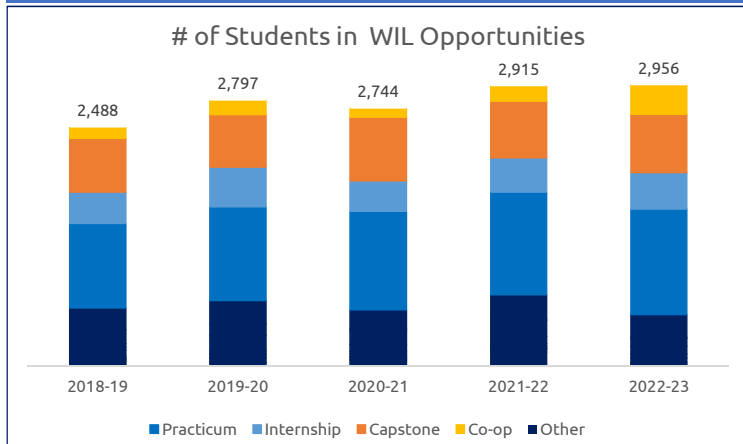
[Return to Metrics Listing](#)

**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

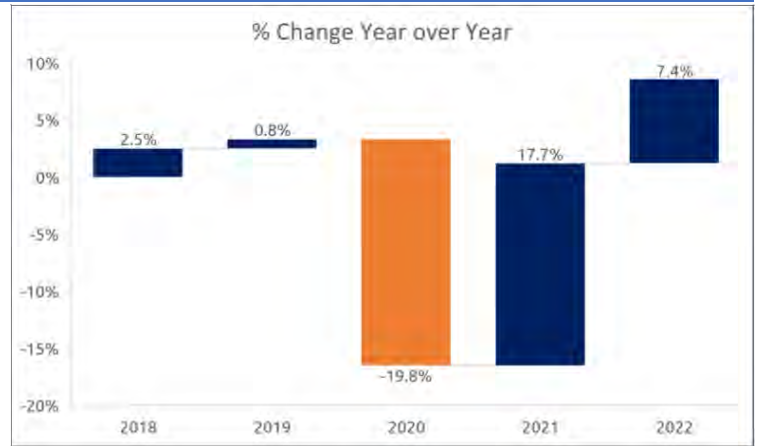
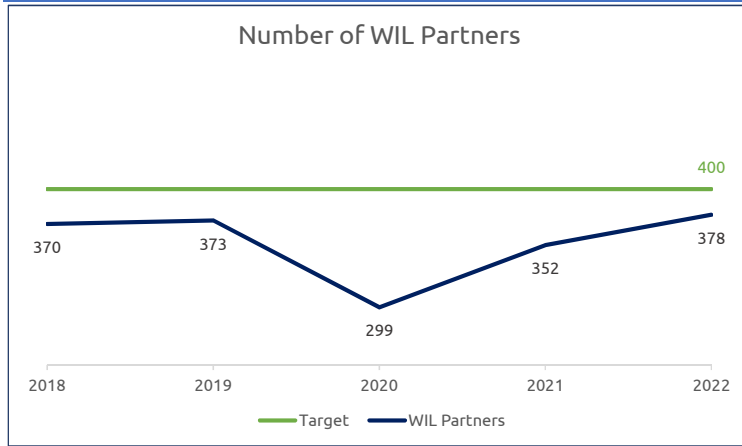
[Return to Metrics Listing](#)

Metric: **Partnerships supporting 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

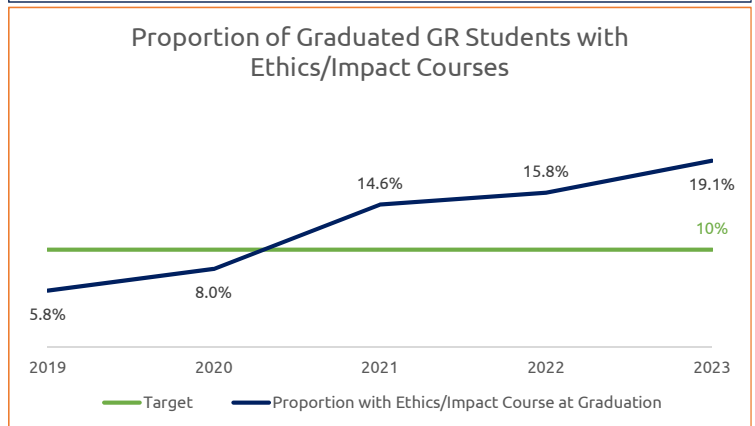
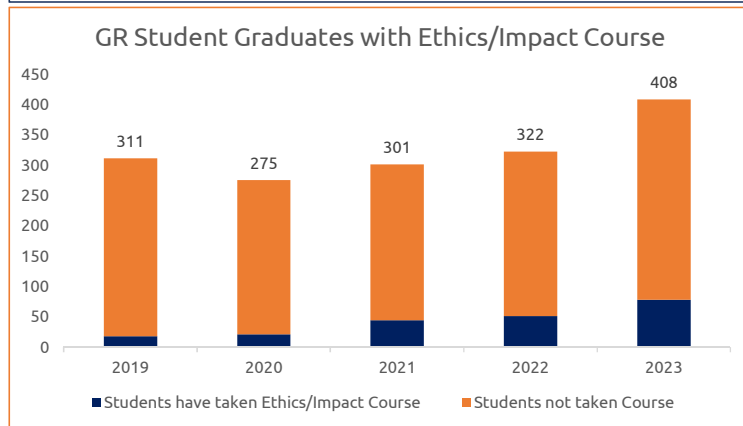
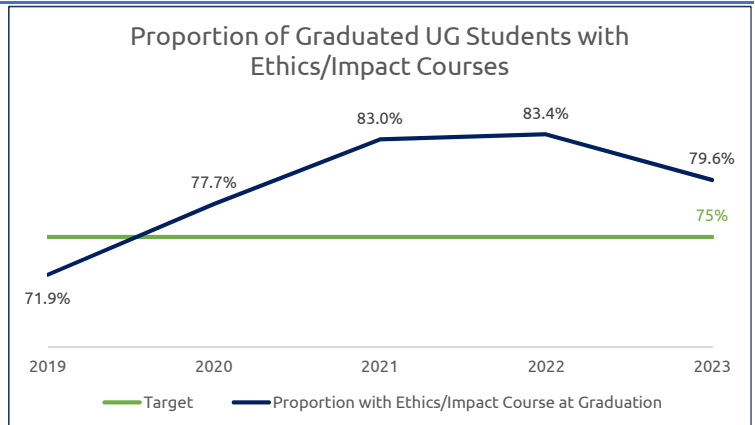
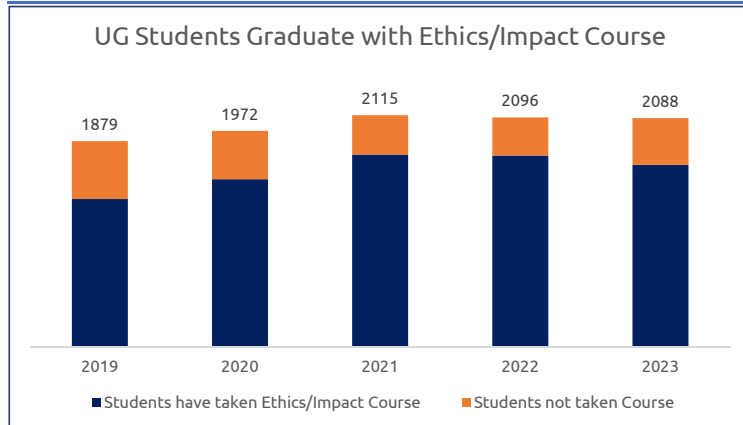
[Return to Metrics Listing](#)

**Metric:** Students graduating with courses 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%

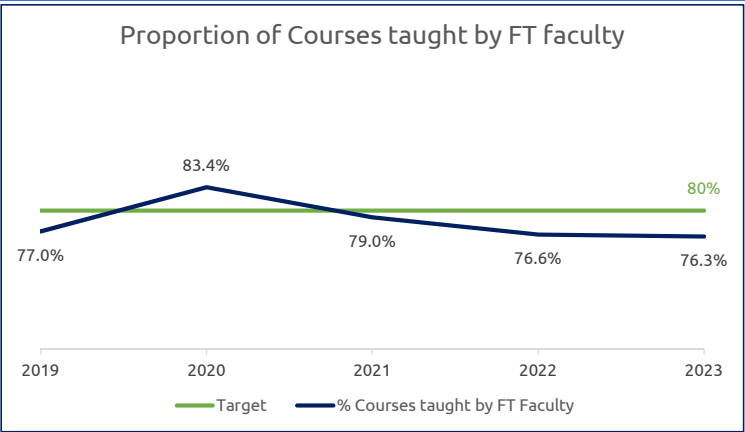
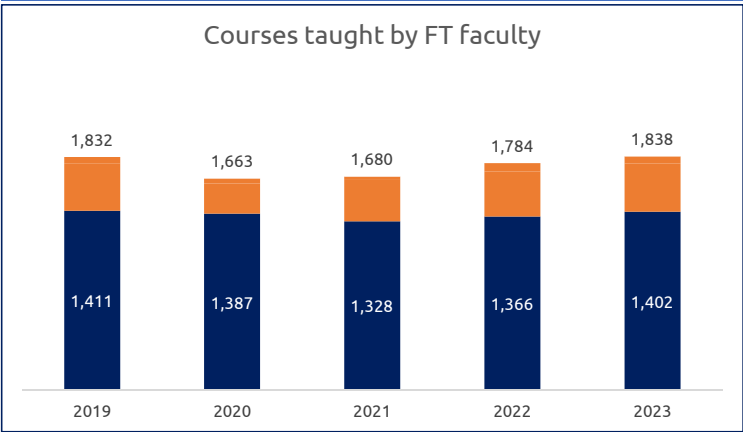




# Ontario Tech University Metrics

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**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

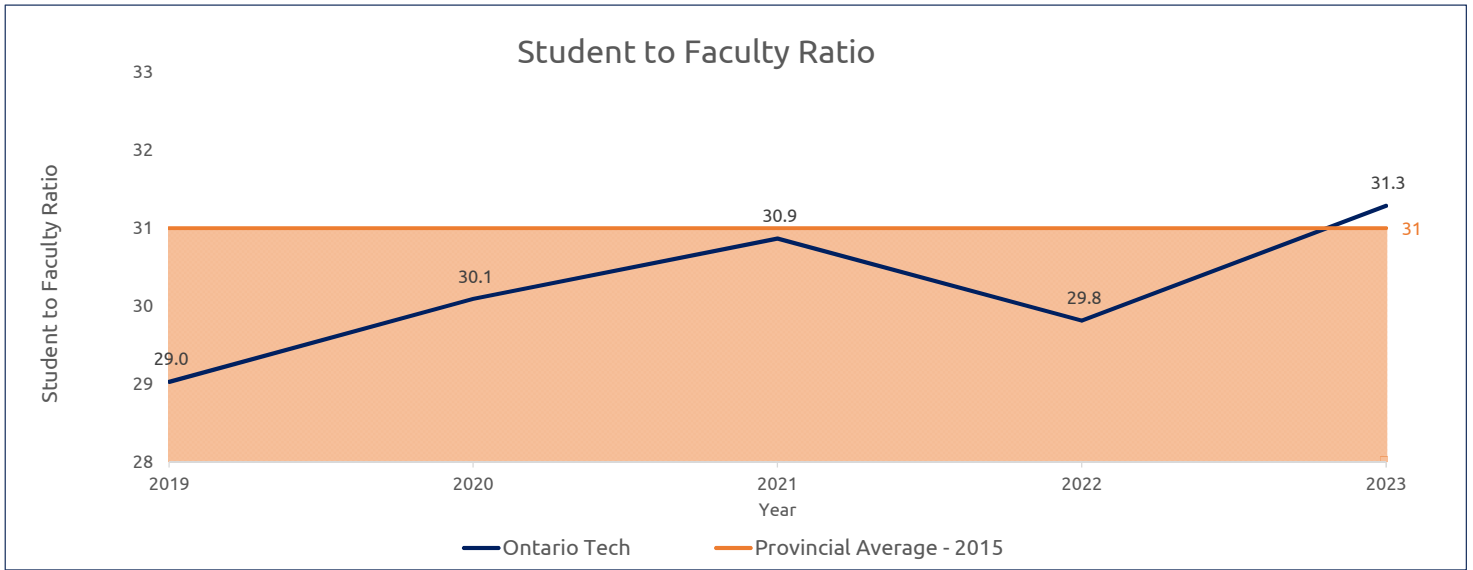
[Return to Metrics Listing](#)

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

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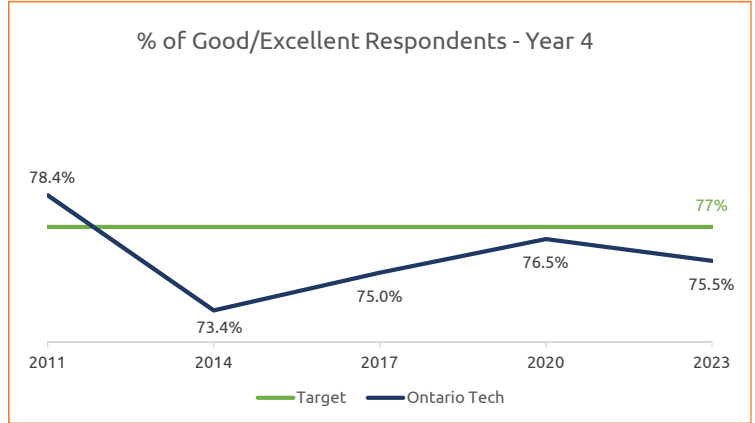
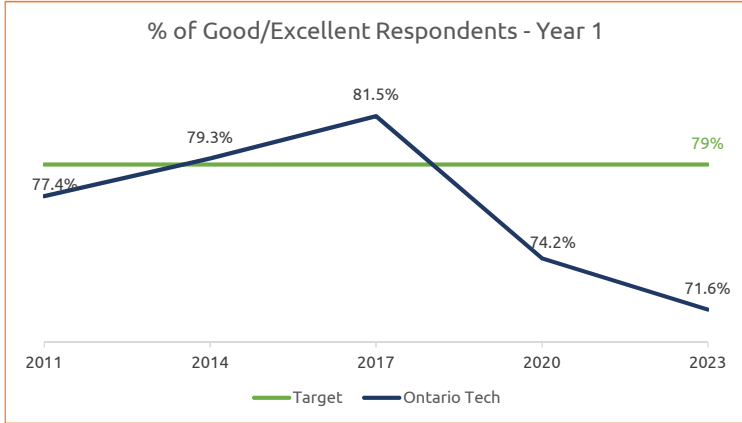
Metric: **NSSE results: Overall Student Satisfaction**

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

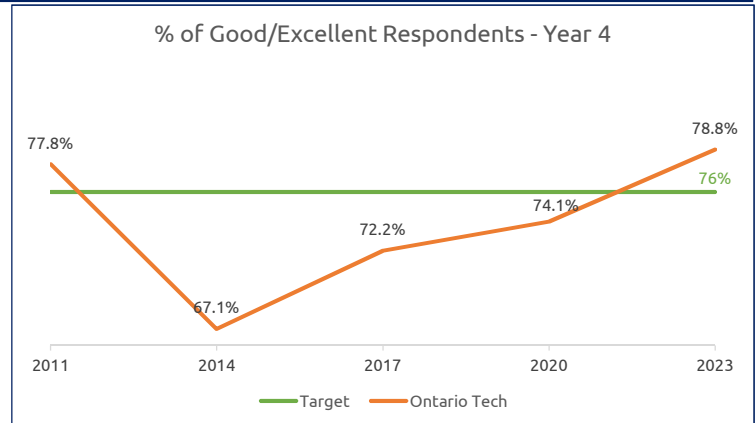
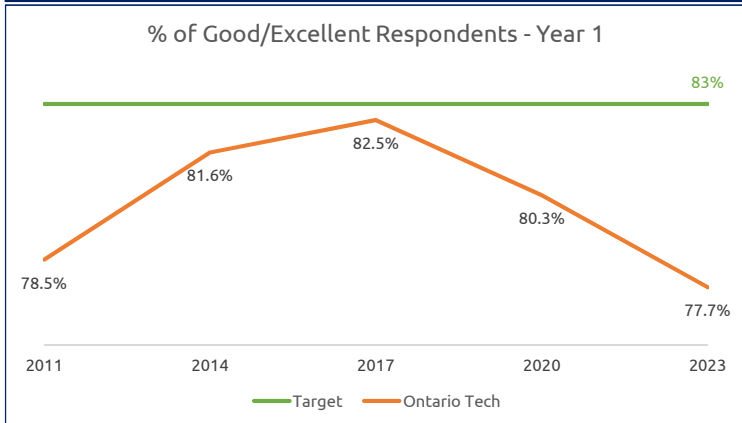
Target: Question 1 - Year 1: 79%, Year 4: 77%  
 Question 2 - Year 1: 83%, Year 4: 76% (based on Provincial Averages)



## 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

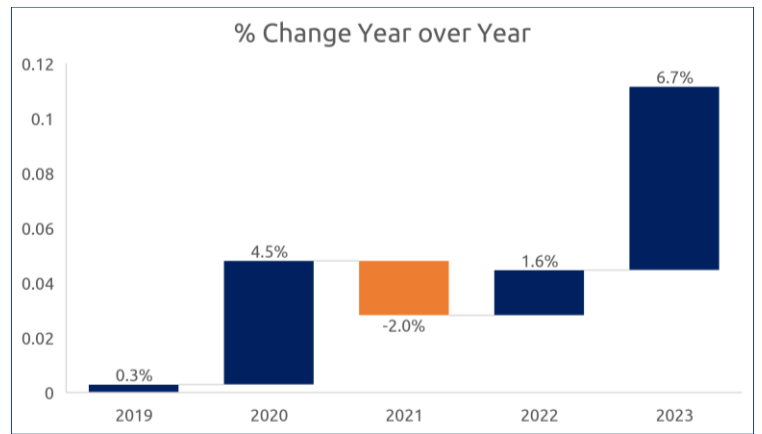
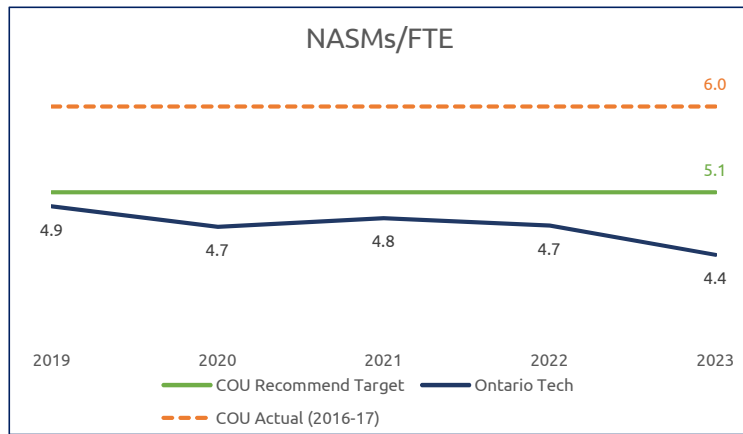
[Return to Metrics Listing](#)

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

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

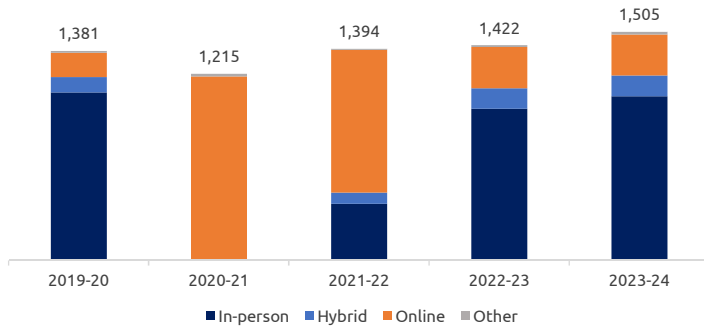
Definition: Count of In-person, Hybrid, Online, and Other undergraduate course offerings (\*Other includes "Offsite, Independent Study, N/A"). Proportion of undergraduate e-learning course offerings (hybrid/online).

Data Source: Official course scheduling and enrolment data (Ministry Reporting year)

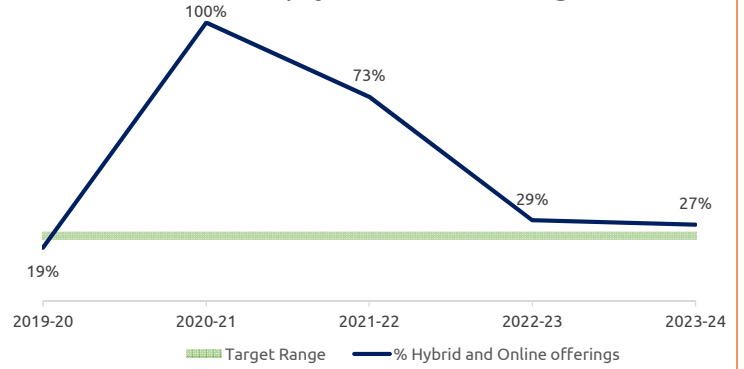
Target: Proportion of online/hybrid undergraduate course offerings: between 22-25%



### Course Offerings by Instructional Method



### % of Online/Hybrid Course Offerings



# Ontario Tech University Metrics

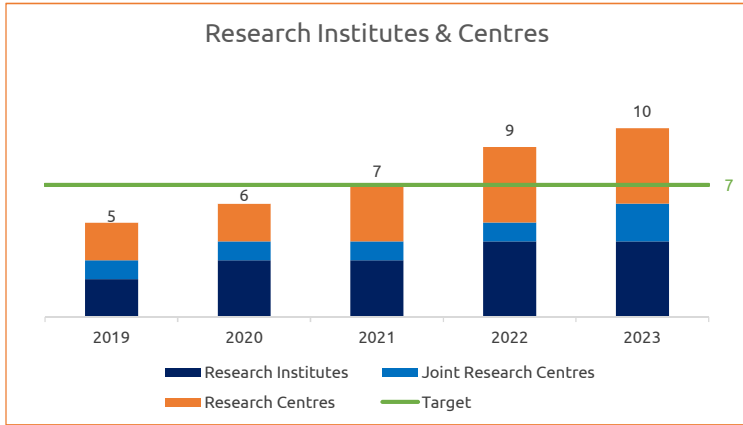
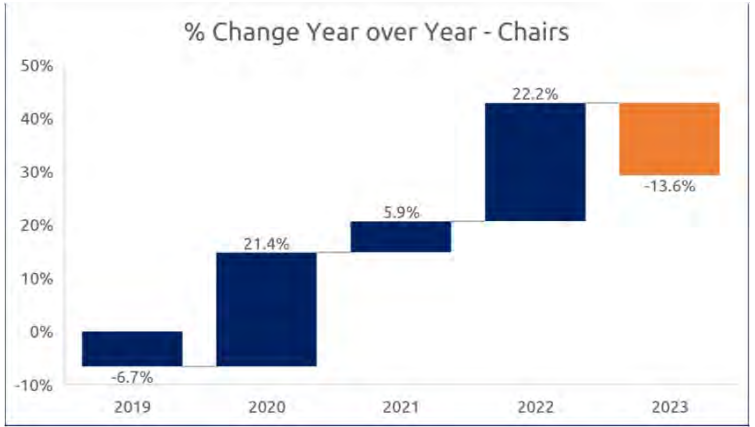
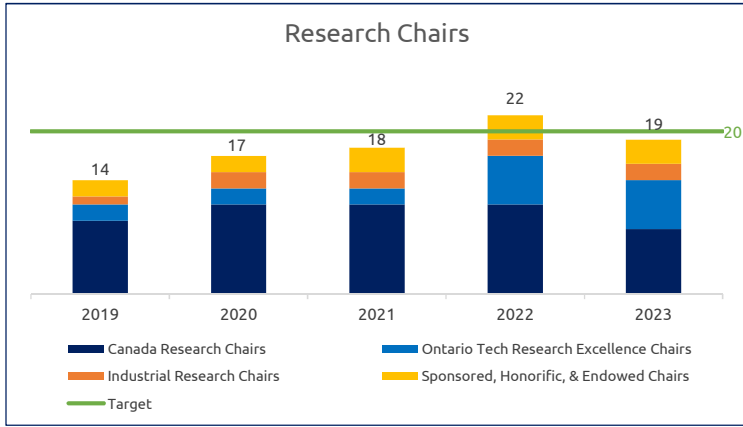
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Metric: **Research Chairs & Institutes**

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

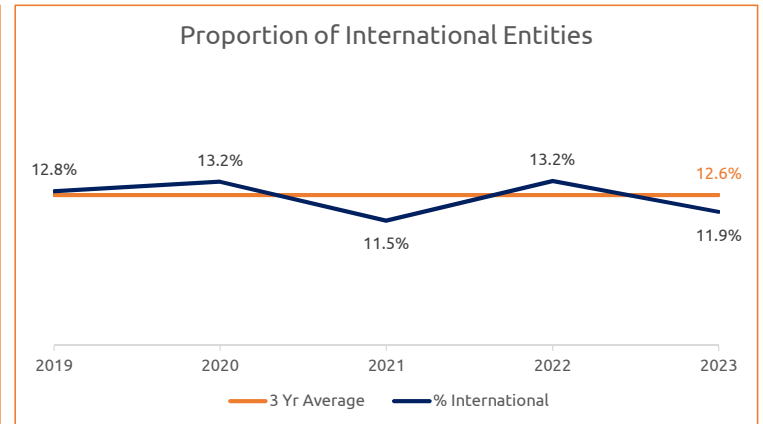
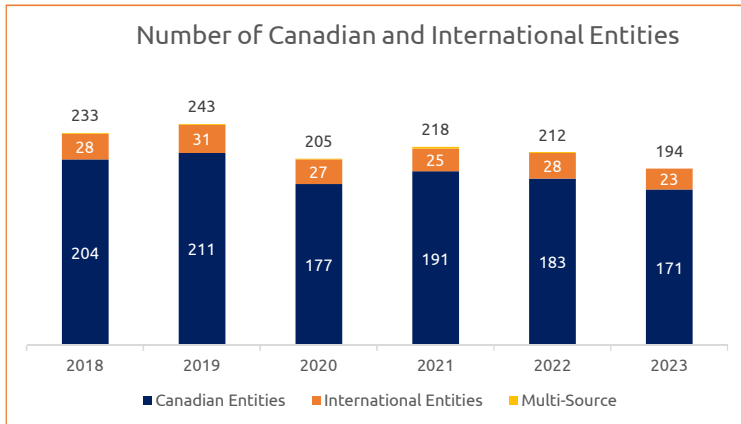
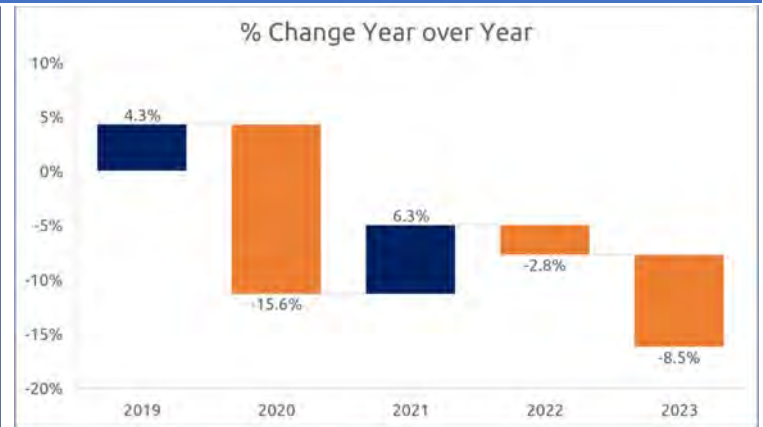
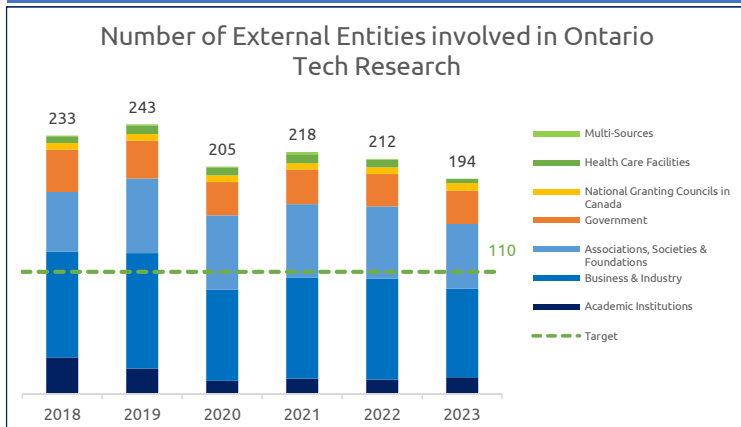
[Return to Metrics Listing](#)

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

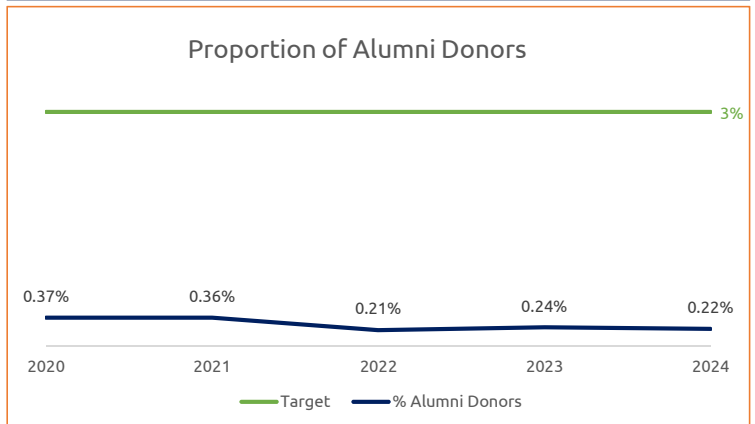
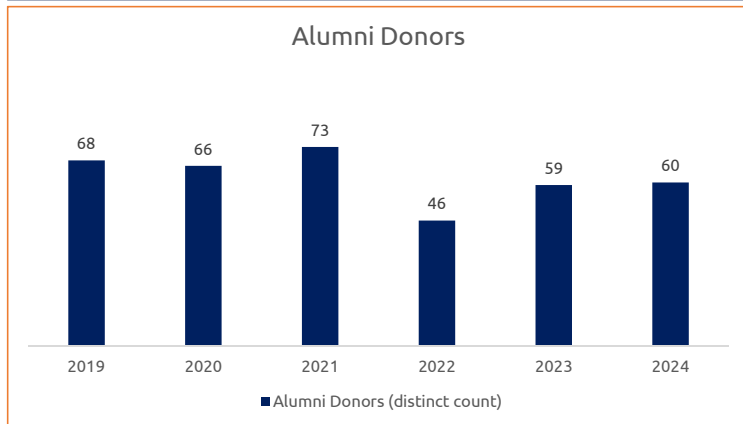
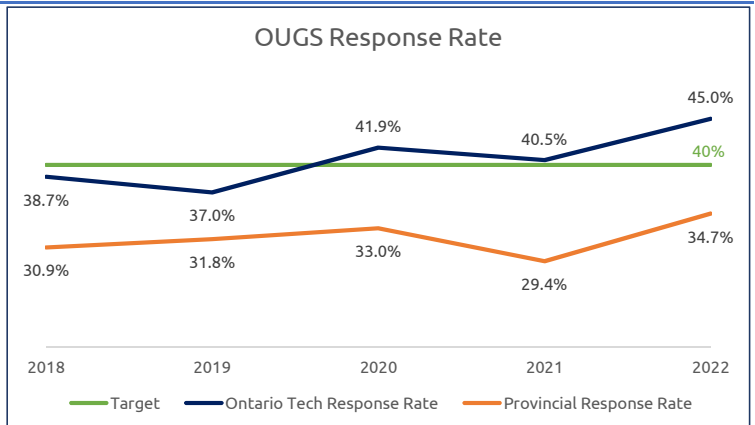
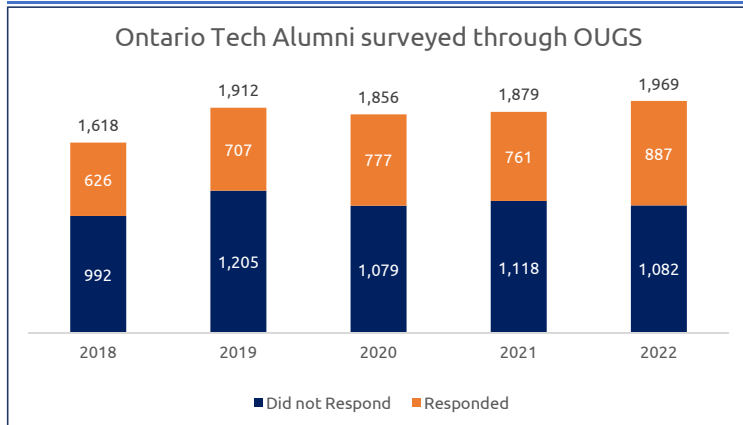
[Return to Metrics Listing](#)

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](#)

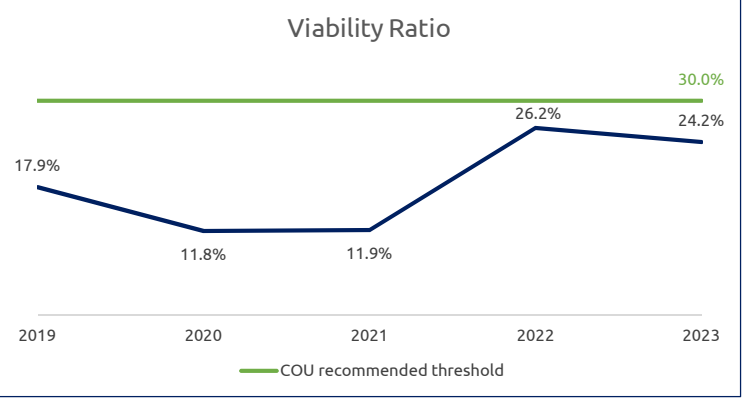
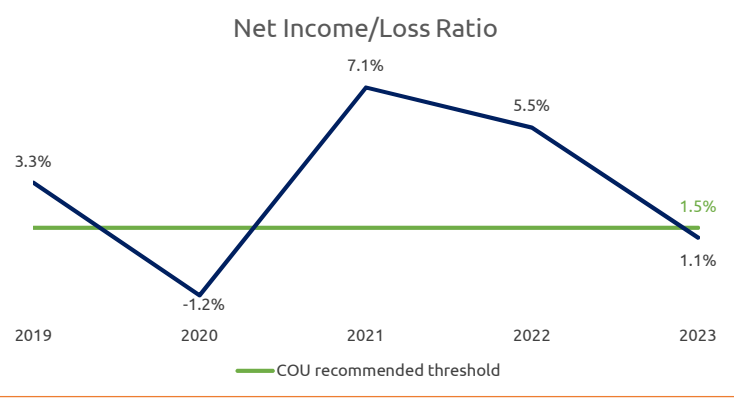
Metric: **Economic Stewardship**  
 Definition: As provided below  
 Data Source: Finance

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

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

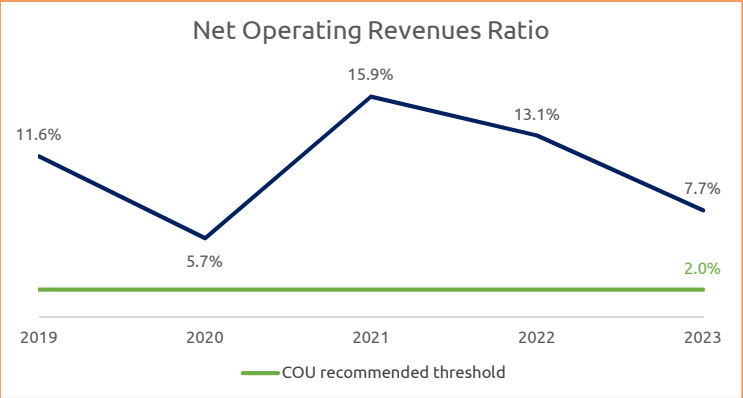
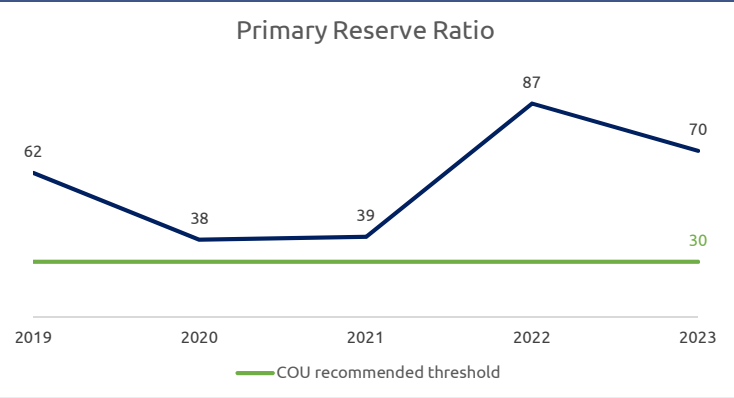
The Net Income/Loss Ratio measures the percentage of revenues that contributes to net assets. The objective of this ratio is to track trends in net earnings.

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	A1 Stable	A(low) Stable
2020	A1 Stable	A(low) Stable
2021	A1 Stable	A(low) Stable
2022	A1 Stable	A(low) Stable
2023	A1 Stable	A Stable

## 2023-2024 Integrated Planning Annual Evaluation and Report

The 2023-2028 Integrated Academic Research Plan (IARP) established Ontario Tech's priorities for the next five years. It serves as a guide for Units and Faculties as they create goals and strategies to move the institution forward through the Integrated Planning process. With the release of this latest version of the IARP, the timeline of the Integrated Planning cycle was adjusted to better align with existing annual planning and reporting periods.

Faculty- and Unit-specific Integrated Plans were adjusted to be three-year rolling plans of action, with a yearly report back on key milestones and objectives occurring at the end of the Winter term. Faculties and Units were asked to outline their area's high-level, long-range strategies and, looking three years out at a time, articulate the major milestones for each year. Milestones and/or deliverables were encouraged to be structured in a way that allowed them to be easily aligned with IARP priorities and assessed for the annual report-back timeline.

For the 2023-2024 academic year, a combination of more than 300 Unit- and Faculty-level milestones were established over the four IARP Priority areas. During the annual evaluation and report back period (September to May), 81% of indicated milestones were reported as "Completed" or "On Track", with 18% being "Behind Target" or "Amended." Only 1% of all the identified milestones were classified as "Terminated". Faculties and Units were also asked to report on any "unplanned" accomplishments from 2023-2024, as well as note any challenges encountered and comment upon unfulfilled objectives.

The Faculties and Units Annual Evaluation Reports underscore the University's continued forward momentum in advancing our institutional priorities. Highlights of progress and key accomplishments in the priority areas include:

### **Tech with a Conscience:**

- The University marked the first-ever naming of an Ontario Tech Faculty – the Mitch and Leslie Frazer Faculty of Education. This significant milestone celebrates the Frazer's philanthropic support of research and outreach activities addressing the challenges within teaching and learning, through the establishment of the Centre for Digital Innovation in Education.
- In response to governmental changes to international undergraduate admissions, the Office of the Registrar and I.T. Services partnered in the development a new process for distributing provincially mandated attestation letters. Intentionally built with as much automation as possible, this streamlined process was rolled out in a two-week timeframe, and ensures swift identification of international applicants in need of a ministry-generated letter. Letters are issued in a timely manner, while the process allows the University to ensure we are maximizing our PAL cap, with only students who require a letter receiving one.
- Partnering with the Advancement team, Communications and Marketing created VR/360 videos showcasing technology in an accessible way to prospective donors. This included a student-guided tour showing and discussing key research labs and locations around the university in an immersive, 360/VR environment. Communication & Marketing hopes to expand this project to similar videos for use in recruitment.
- IT Services moved forward on the University's Enterprise Resource Planning (ERP) Transformation initiative, examining Ontario Tech's current and future data management needs.
- A generous donation from long-time supporters of Ontario Tech, the Hann-Kelly family, saw the establishment of a new research chair in the Institute for Disability and Rehabilitation Research, aptly named the Hann-Kelly Family Chair in Disability and Rehabilitation Research.
- Faculty members within the Faculty of Engineering and Applied Science established the Aerodynamic and Climatic Adaptation Research Center. The center will be a research hub focused on developing innovative technologies and strategies to improve the performance and efficiency of buildings, vehicles, and other structures in various aerodynamic and climatic conditions.

## **Learning Reimagined:**

- The Office of Continuous Learning launched a new Alumni Scholarship, which allows three Ontario Tech Alumni to take Continuous Learning courses each semester. The new scholarship opportunity is being advertised in the Alumni Newsletter, allowing for greater engagement with our past grads.
- The Bachelor of Science in Nursing was successfully renewed as an accredited program by the Canadian Association of Schools of Nursing (CASN) for a seven-year term.
- Brilliant Catalyst continues to expand programming and solidify its reputation as a leading entrepreneurship hub in Canada. This past year saw 97 new international start-up companies supported through the Start-Up Visa Program (SUV), 50 new students and alumni joined the Brilliant Incubator program forming 20 start-up teams, and 199 paid experiential learning placements delivered through the Experience Ventures program, included 98 hackathon placements, 48 innovation challenge placements, and 81 project-based Work-Integrated-Learning experiences.
- The Library undertook an internal process review, which provided an opportunity to reevaluate existing initiatives, streamline processes, and right-size its service offerings, all to ensure student success in navigating the complex landscape of resources and platforms. Enhancements, including extended opening hours and improvements to technology services such as 3D printing, have provided students with more opportunities to engage with the Library as a place of learning.
- The Faculty of Social Science and Humanities and the Mitch and Leslie Frazer Faculty of Education launched the Creators4Change studio, a new podcast room in Charles Hall. The Studio supports emerging podcasters, streamers and influencers, and cultivates a community of creators.
- The university's commitment and focus on experiential learning was reinforced with the establishment of the Office of Co-operative Education, Experiential Learning, and Career Development (CEELCD).
- Faculties continue to examine their program offerings, with a focus on strategic-enrolment and differentiated growth, including the development of micro-credentials and professional programs.
  - The Faculty of Social Sciences and Humanities launched new specializations in their Communications and Digital Media Studies, Political Science, Psychology and Liberal studies programs, which resulted in a small uptick in applications for Fall 2024. The Faculty has also submitted new program proposals for a Bachelor of Arts in Sociology, and a one-year professional Master of Arts in Online Creators: Professional Communications for Social Change.
  - The Faculty of Health Sciences is currently assessing the Master in Health Science for possible program revisions to include a course-based option, and are examining options for a 2<sup>nd</sup> pathway into the Bachelor of Science in Nursing Program.
  - NOIs are currently under development for the following new programs;
    - Bachelor of Arts in Health Studies
    - Bachelor of Arts Educational Psychology
    - Master in Science & PhD in Translational and Computational Neuroscience

## **Creating a Sticky Campus:**

- The collaborative Campus Wayfinding project between the Office of Campus Infrastructure and Sustainability (OCIS), and Communications & Marketing, has made significant strides in enhancing navigability on campus, with the completion this year of four additional buildings; Charles Hall, ERC, SIRC, and ACE/ENG/CERL. The project team also designed and launched a communications plan to engage the community along the journey.
- The Office of Student Life expanded their Student Voices digital community program, which uses Peer to Peer active storytelling to support retention, student engagement, and persistence. Student Voices is a storytelling space run by students for students, geared to support the everyday life of Ontario Tech students. Through their revived efforts, the program has seen an increase in readership and engagement, with the number of new users reaching 17.3K and page views up by 236.3%.
- The Tech with a Conscience fundraising campaign, the most ambitious in Ontario Tech history, had its internal launch through an energizing campus community event aimed at building the culture of philanthropy amongst staff, faculty and administration, and encourage giving.

- Faculties and Units continue their collaborative focus on student engagement, wellness, and success:
  - Under the umbrella of the newly founded CEELCD, Career Services had a record number of one-on-one student appointments, and utilized technology to get students thinking about employment and skill building in a new Dungeons & Dragons workshop.
  - The School of Graduate and Postdoctoral Studies (SGPS) rebranded graduate, postdoctoral, and supervisor engagement as BaseCamp, and has strengthened its offerings of events and opportunities, including a Supervisor Series, which is been well received by participants.
  - The Faculty of Engineering and Applied Science expanded their Student Design Concept Lab, providing additional space for student design teams to meet and collaborate.
  - Academic Advising is moving forward on the implementation and roll out of an Early Alert system, and had a number of successful initiatives and campaigns, such as “Protect your GPA” a program aimed to educate students around their ability to be strategic with course selection/continuation in order to avoid negative academic consequences.
  - The Faculty of Health Science continued to champion student wellness by moving its Peer-Wellness Mentor Program from a pilot to a full program. The program supported the OTSU Period Project by creating a new social media marketing campaign and are advancing access to wellness resources through a variety of initiatives.
  - The Student Athlete Mentor program grew by 12%, and reached new heights with 37% of Ontario Tech student athletes actively engaged in peer mentorship.
  - The Test Center prioritized integrating its operations across the university, and by engaging stakeholders, has gathered a better understanding on how processes and policies may affect interactions. The Test Center and Student Accessibility Services teams are now working towards a more unified approach to implementing and supporting exam processes.
  - Student Mental Health expanded the offering of Mental Health Peer Supports through doubling of the number of peer mentors. This allowed for an 81% (YoY) growth in the number of sessions offered, and allowed the program to support 72% more student mentees per month.
- Varsity sports continues to expand its campus/community touch points to enhance spirit, outreach and engagement. With 15 new athletics community touch points this year, all sports are now engaged in supporting local sport teams through helping run practices and provide mentorships. Ontario Tech now offers a marquee game in all of the three “big” sports, with 2023-2024 seeing all new highs in attendance. New this year, the Carriage Cup (hockey) had 2300 fans in attendance, while returning events, the Campus Clash (basketball) and the Campus Cup (soccer) ballooned to 750 and 1600, respectively.

### **Partnerships:**

- The Office of Continuous Learning established agreements with a series of external partners to deliver training aligned with the University’s internal market needs. This includes the launch of the Introduction to Higher Education Management (IHEM) certificate program, through a partnership with Durham College, Trent University, and Ontario Tech’s Faculty of Business and IT.
- The Faculty of Health Science hosted representatives from Rosario University (Colombia) exploring possible research collaborations between Nursing faculty members. The Nursing programs at both institutions also jointly hosted a virtual course and conference for students and faculty, focusing on Nursing Education in Canada and Columbia.
- The Office of Research Services (ORS), in partnership with the Office of Diversity, Equity and Belonging, continued to support Ontario Tech’s Women in Research Council (WIRC). The Council’s mandate of advancing gender equity in research, teaching and beyond, is supported through funding from the NSERC EDI capacity building grant. Key accomplishments included the development of the “Building EDI Knowledge in Research” funding grant pilot, and subsequent funding of nine faculty awards, as well as creating “Women’s Wednesday” as part of Women’s History Month, which highlighted 67 Ontario Tech women faculty, post-docs, and grad students.

- At the end of April, the Mitch and Leslie Frazer Faculty of Education hosted a conference on “AI in Education”. This fully online conference was open to K-12 educators and administrators, and focused on the key areas of AI literacy, AI tools, ethical issues, key subject areas, and teaching and learning.
- Collaborations have been established between Ontario Tech Athletics and Oshawa Community Hockey as a grassroots partnership aimed at encouraging physical activity, development, fair play and fun in youth.
- In its first year, the CEELCD worked to enhanced partnerships in support of student learning and career development, with a renewed focus on developing and re-engaging with employer and campus partners. The revitalized efforts saw an increased engagement with Reversed Career Fair, the launch of the new Get Experience Fair, and the strengthening of CEELCD ties to campus stakeholders like the Student Enrichment Program and Women for STEM.
- The School of Graduate and Postdoctoral Studies and the Advancement Office have established a strong partnership, particularly with the Student Experience Project (SEP). During the 2023-2024 academic year, the two Units partnered in support of Graduate Student Orientation, Research Day, and the 3MT competition which saw a 50% increase in graduate student participation.

## **Challenges:**

Throughout 2023-2024 academic year, Faculties and Units have navigated a range of challenges, with staffing constraints being chief among them. Higher-than-usual staff turnover rates, leaves of absence, and extended vacancies have required significant team rebuilding in several areas, resulting in continuous recruitment and training efforts. These constraints have, in some cases, led to service reductions and delays in implementing new initiatives and programs. However, impacted areas have recognized the importance of team cohesion to overall morale and effectiveness, and have conscientiously reconfigured their strategic objectives and timelines to create the necessary bandwidth for fully realizing their key initiatives and plans. For example, the School of Graduate and Postdoctoral Studies faced setbacks in advancing its strategic objective of establishing Faculty laddering opportunities (i.e., augmenting programs/degrees with additional credentials) due to ongoing staff vacancies. Nevertheless, the unit remains committed to the overarching goal, and plans to progress the strategy through alternative avenues.

Careful consideration has also been given to strategies affected by budgetary constraints, leading to judicious amendments to milestones in response to changes in the post-secondary financial landscape. Modifications to scope and timelines, alongside thorough analyses and factfinding, have enabled Faculties and Units to maintain overarching strategies while efficiently allocating available resources. For example, the Office of the Registrar has temporarily paused plans to transition the institution’s scheduling software to a web-based alternative due to budget limitations. Instead, the strategy has been revised to explore the feasibility of adopting a centralized scheduling model, involving internal consultations and benchmarking practices system-wide. Similar adaptations have occurred within the Faculties. The Faculty of Science has adjusted its strategic objective of expanding its “Clusters of Excellence”, which includes the establishment of a Materials Science Center and the expansion the BioMETRIC facility. Both initiatives have now been integrated into Advancement Fundraising priorities, and the Faculty aims to restructure milestones around this internal partnership.

Technological challenges were identified, and have been approached with thoughtfulness and consideration, ensuring the effective use of resources as well as informing IT investments and leadership needs, including a new Executive Director and CTO, Chief Transformation Officer.

Space on campus continues to be at a premium. Scarcity of available student activity space, classrooms, and informal gathering areas impacts the Faculties’ and Units’ capacity to explore and expand upon programming. For example, the campus is nearing full capacity of student participation in recreational activities, including at the FLEX Fitness Centre. The protracted timelines and budget requirements for constructing new engagement and academic spaces may affect the progression of future initiatives, and necessitates creativity in thinking about alternative ways to engage in non-space dependent ways (e.g.,

expanded use of online and outdoor spaces). Additional, external factors continue to demand that Faculties and Units adjust their plans to address unforeseen obstacles. For instance, the Office of Continuous Learning developed seven post-graduate certificates aimed at attracting international students, which are presently stalled due to the restrictions on international enrolment. In collaboration with the International Office, the team is instead exploring the possibility of exporting the certificate programs abroad.

### **Next Steps in the Integrated Planning Process**

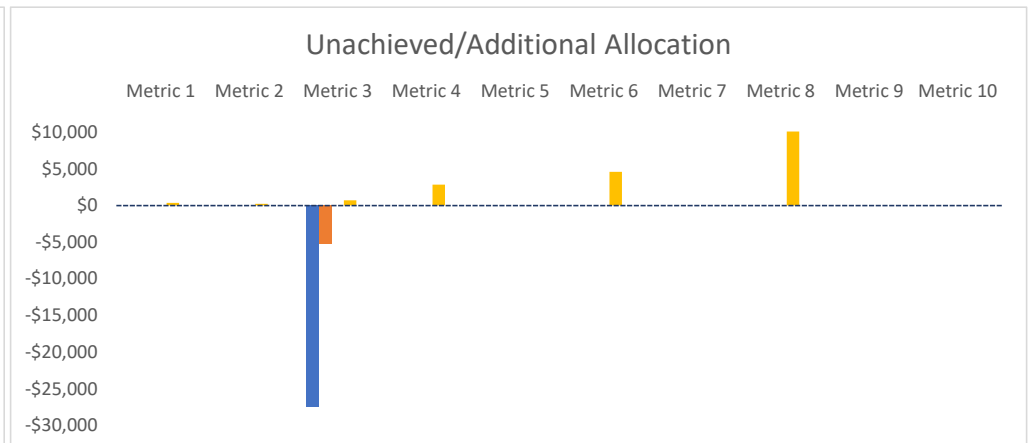
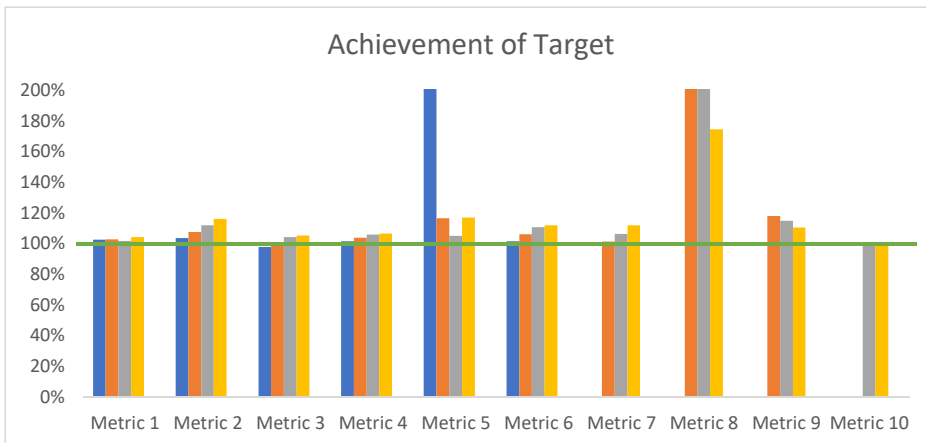
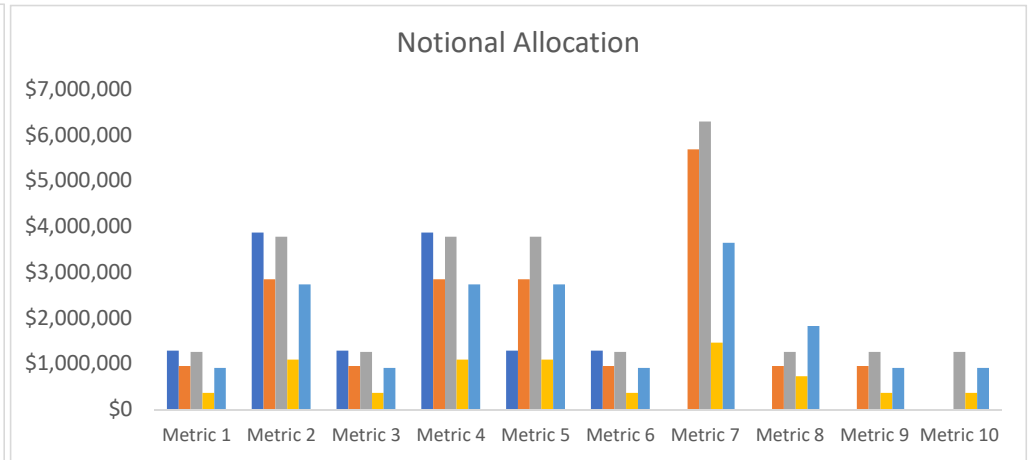
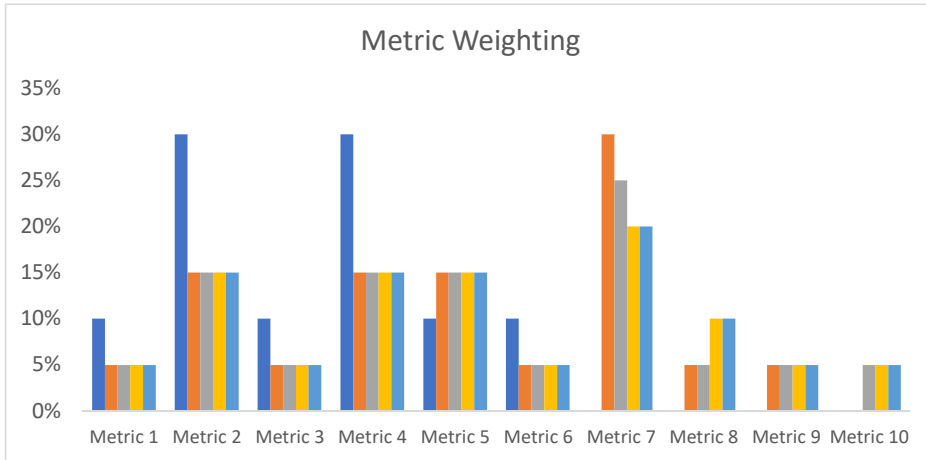
The experiences of the past academic year underscore the ongoing importance of agile and adaptable strategic planning. The multi-year nature of the Integrated Planning process has proven instrumental in supporting Unit and Faculty planning, particularly in establishing measurable annual milestones. The year-over-year reporting and rolling planning structure has enabled areas to effectively manage their progression and adjust their internal plans and outcomes as necessary. Feedback received during the planning cycle will inform small adjustments to planning templates and timelines, with the aim of better supporting the internal consultation process within Faculties and Units, and improving ease of use. By aligning strategies to their impact on Unit/Faculty or University performance and, where feasible, to Institutional and/or SMA metrics, areas of growth and improvement have become more easily identifiable. Despite the challenges and unexpected pressures of the last academic year, the Faculties and Units have continued to rise to the occasion, seeking ways to advance their internal strategies and consequently, the Integrated Academic Research Plan. As the institution moves into the second year of the IARP, strategic enrollment, differentiated growth, and student success will continue to be areas of emphasis.

# SMA Dashboard - Year 4 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

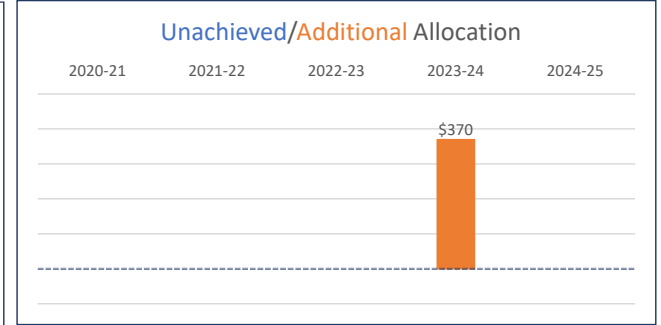
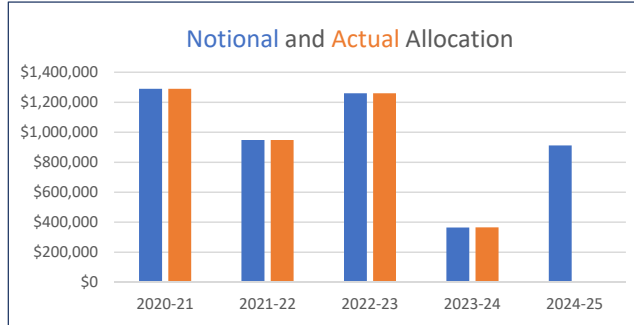
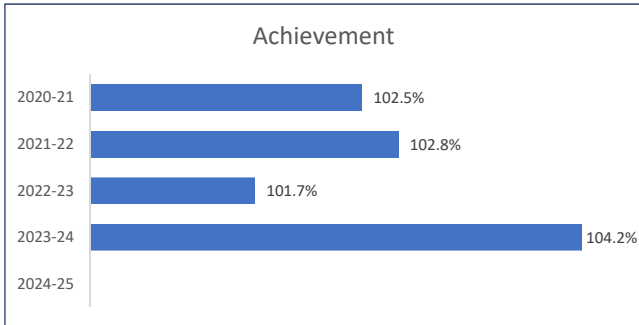
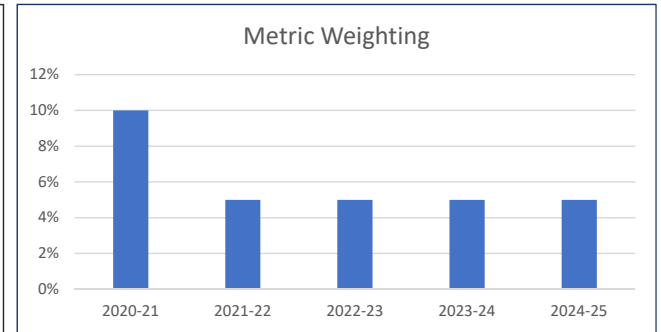
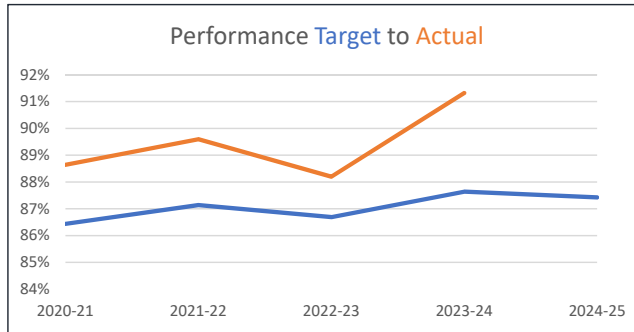
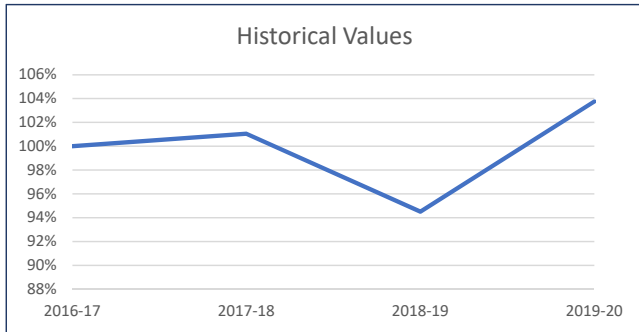
Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources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

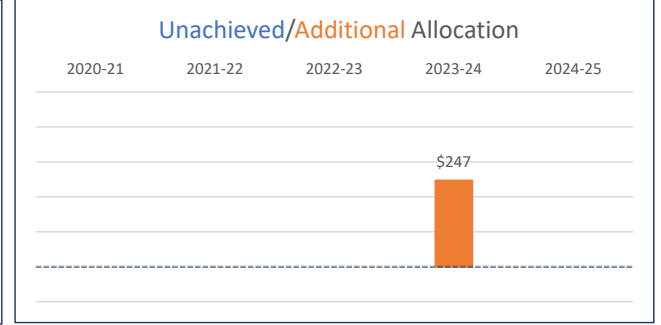
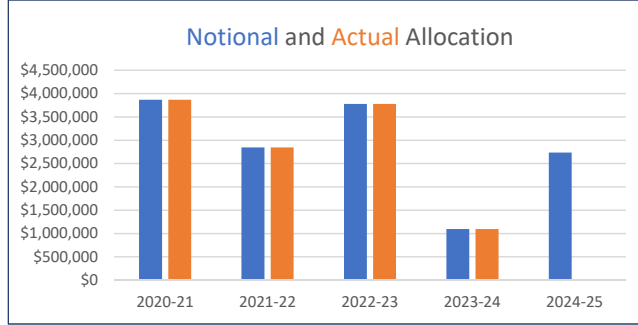
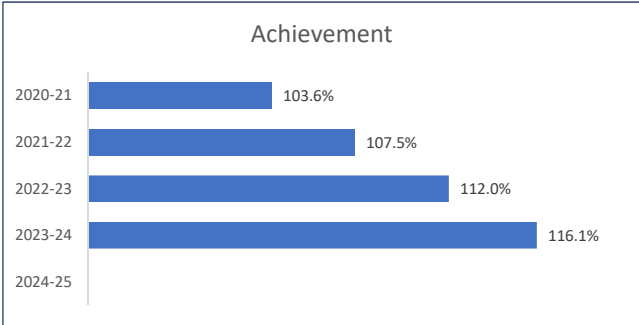
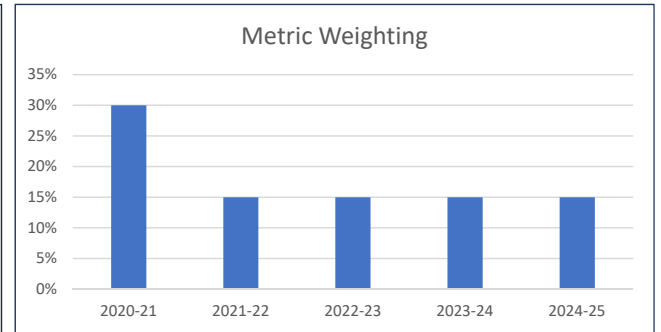
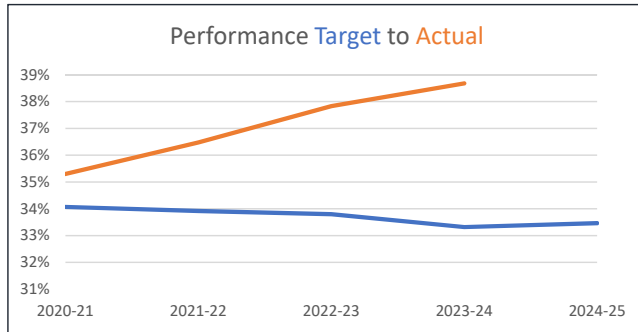
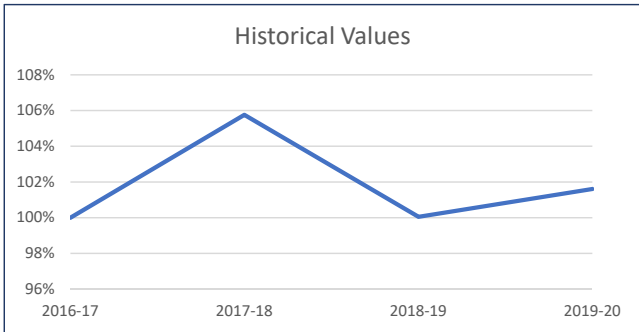
Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources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

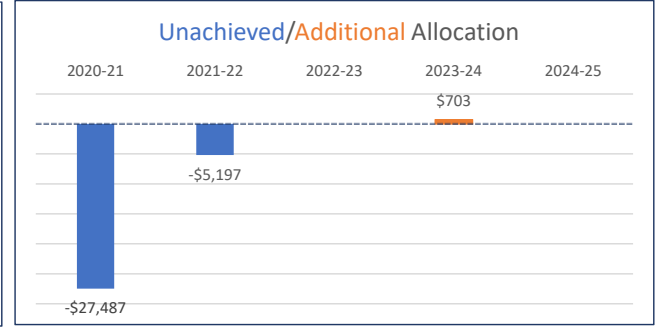
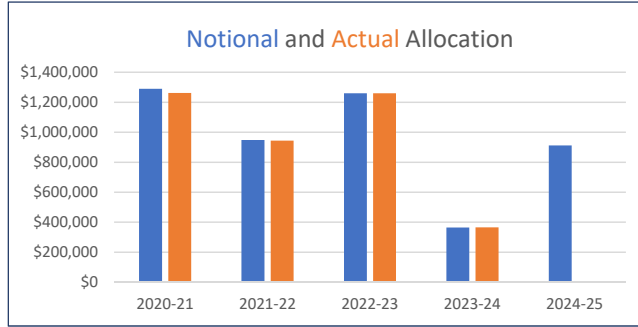
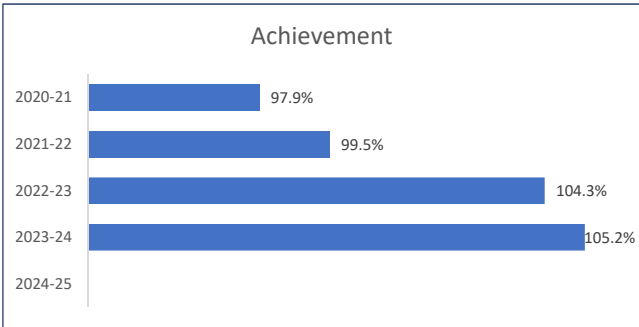
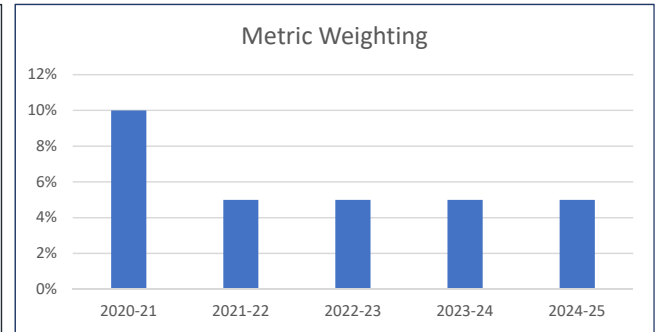
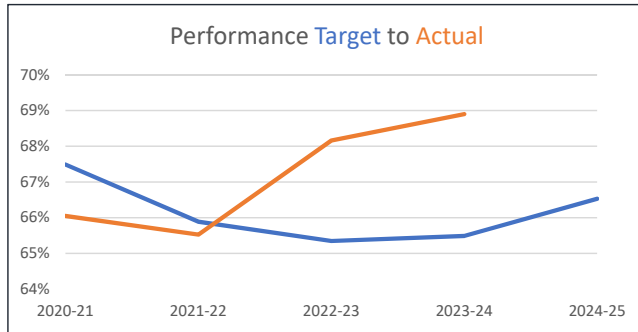
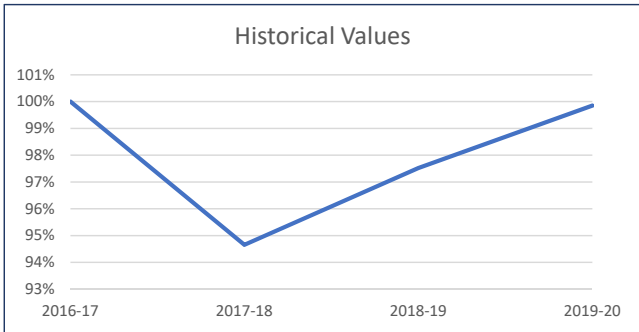
Graduate Employment Rate in a Related Field	Institutional Strength/Focus
<b>Graduation Rate</b>	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private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

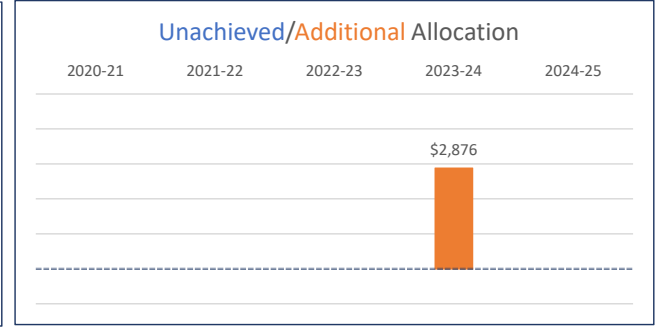
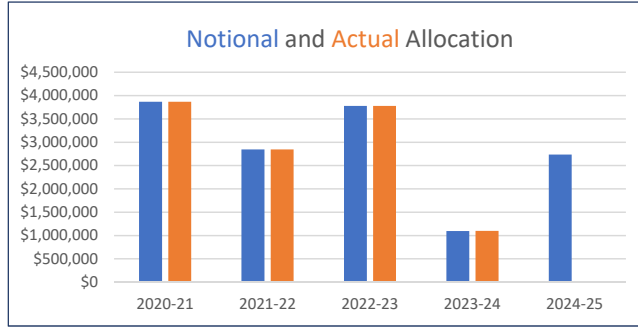
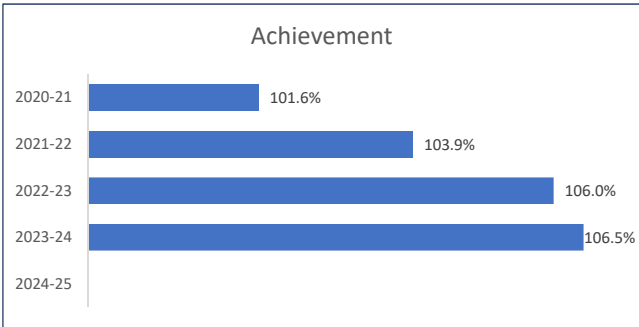
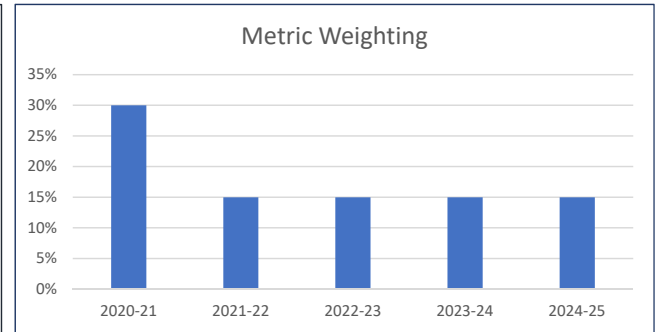
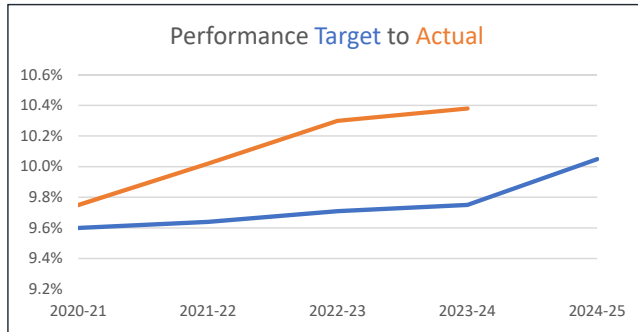
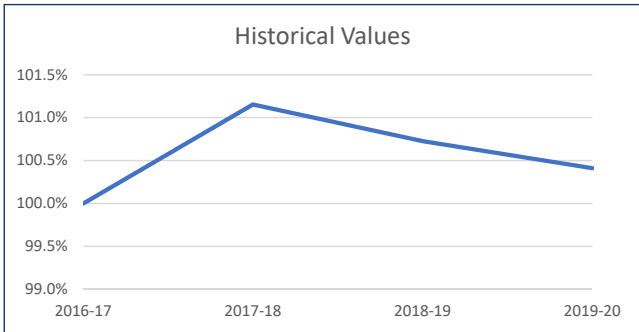
Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources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

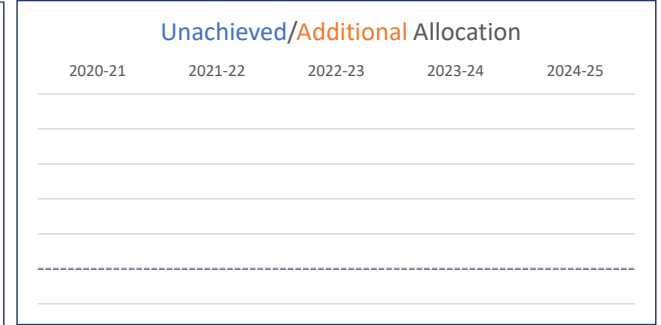
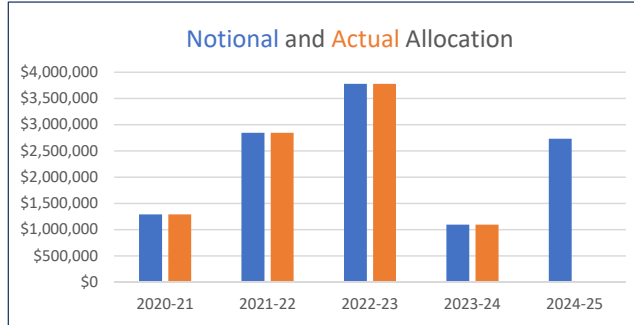
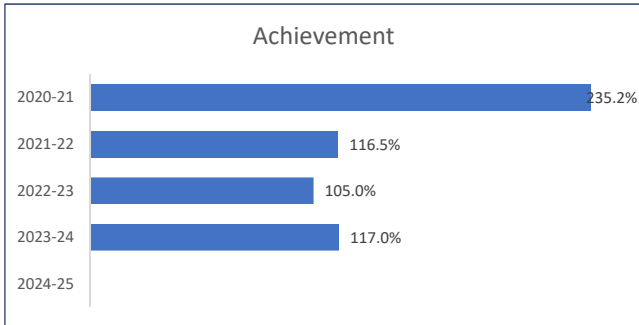
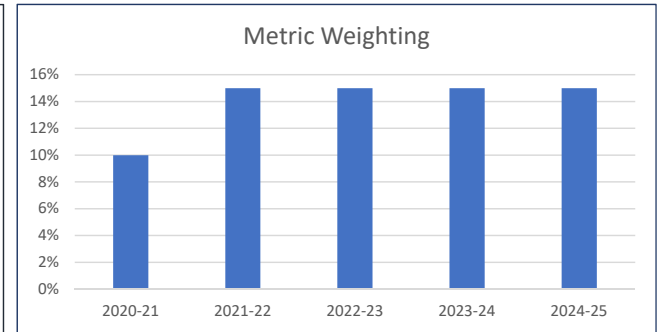
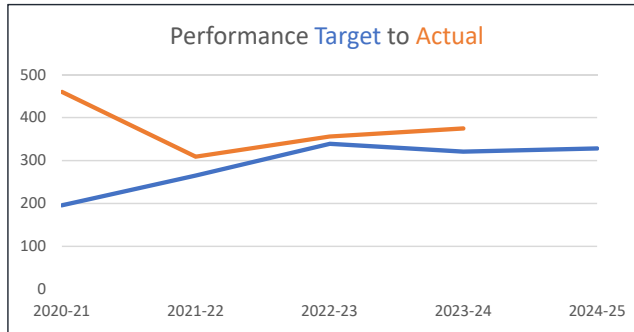
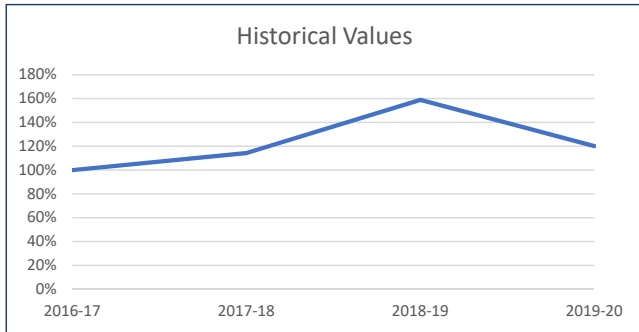
Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
<b>Economic Impact (Institution-specific)</b>	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private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

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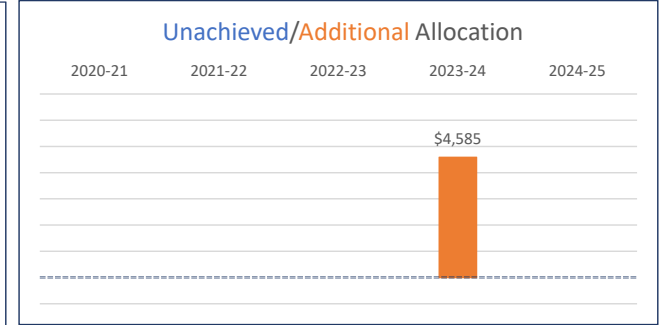
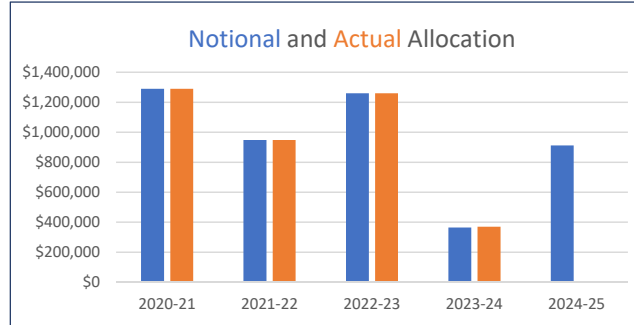
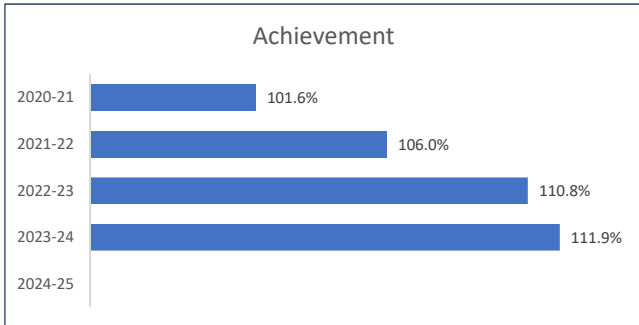
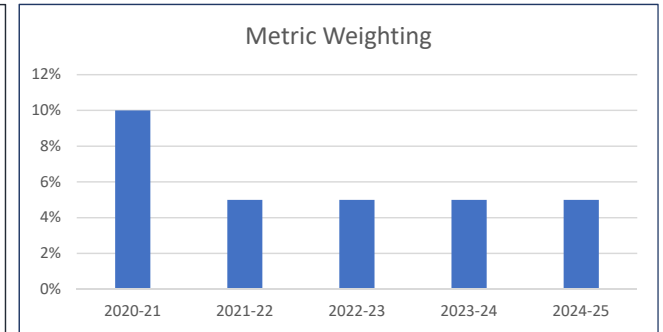
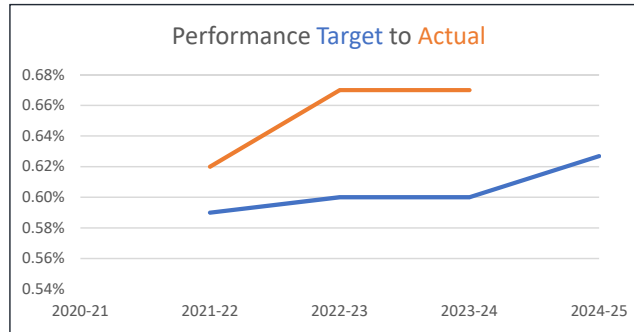
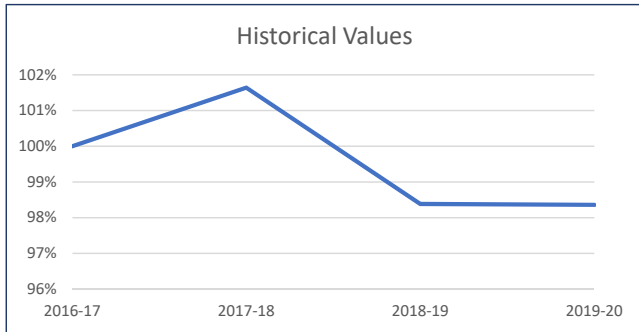
Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	<b>Research Funding and Capacity: Federal Tri-Agency Funding Secured</b>
Experiential Learning	Research Revenue Attracted from Private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

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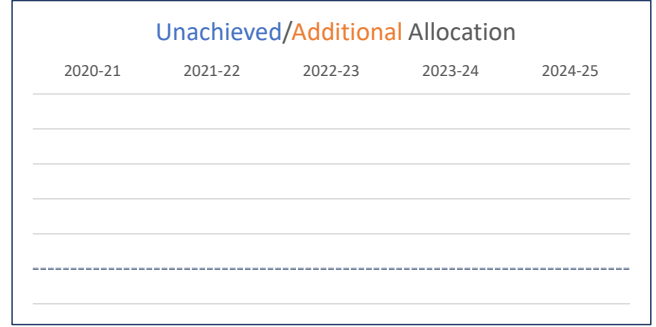
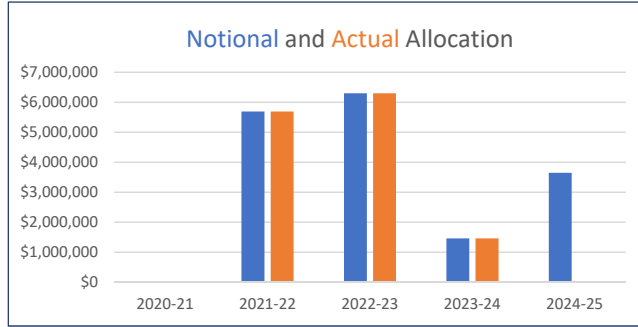
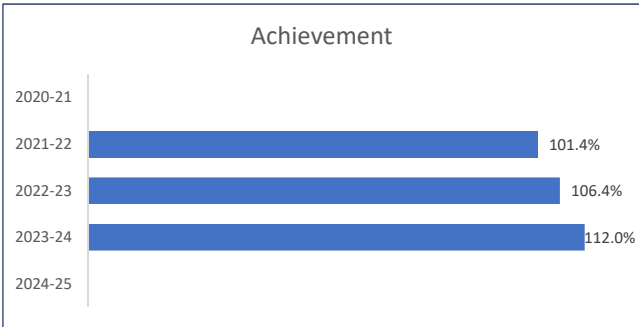
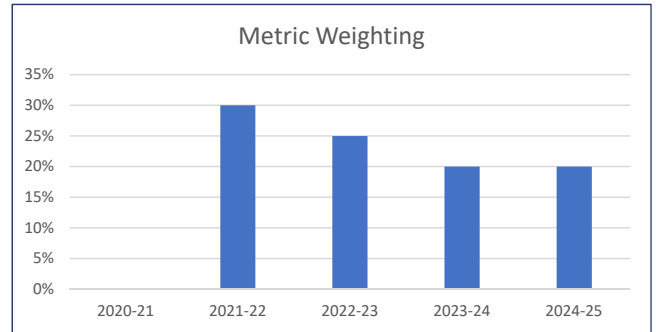
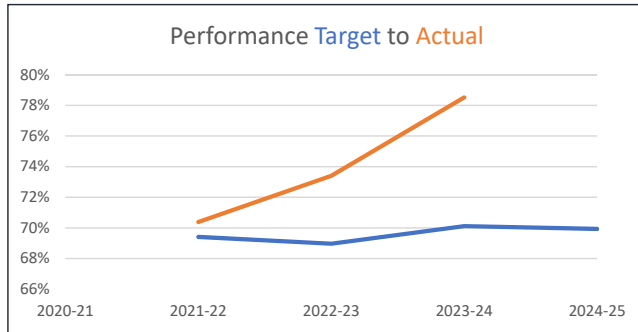
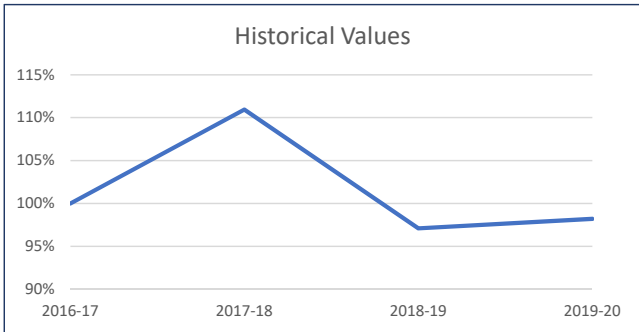
Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
<b>Experiential Learning</b>	Research Revenue Attracted from Private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

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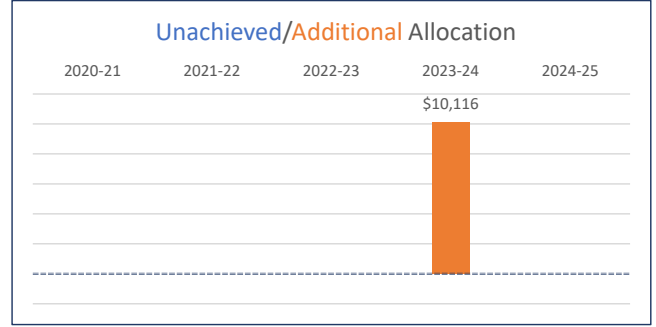
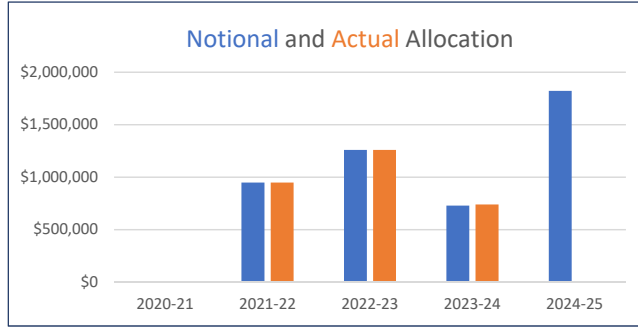
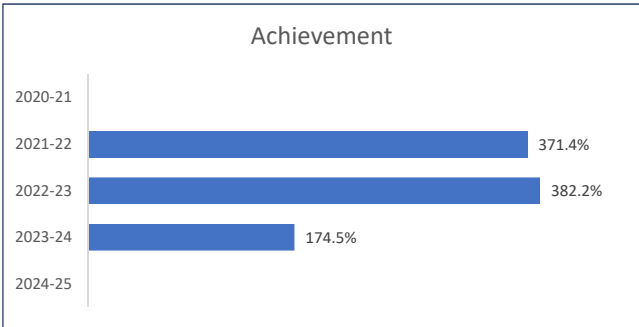
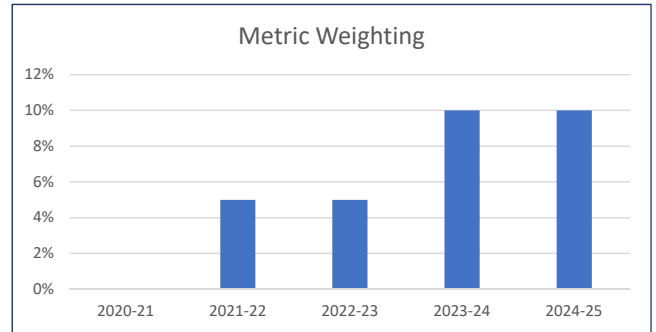
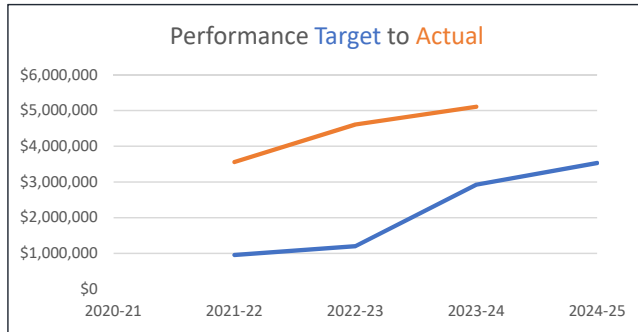
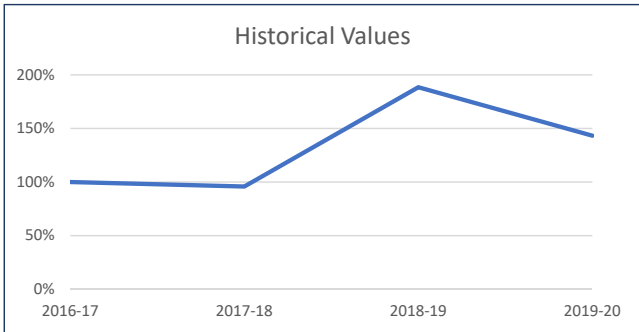
Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	<b>Research Revenue Attracted from Private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

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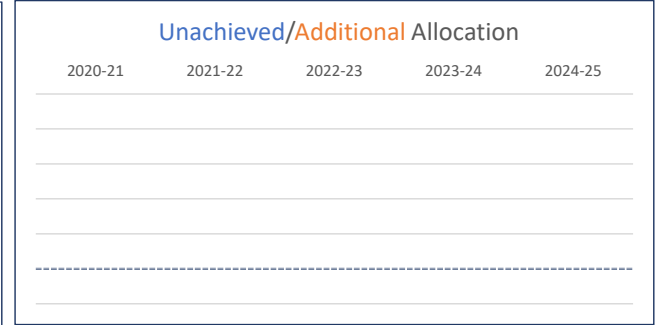
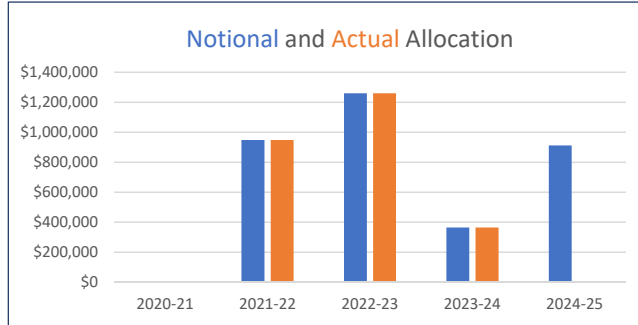
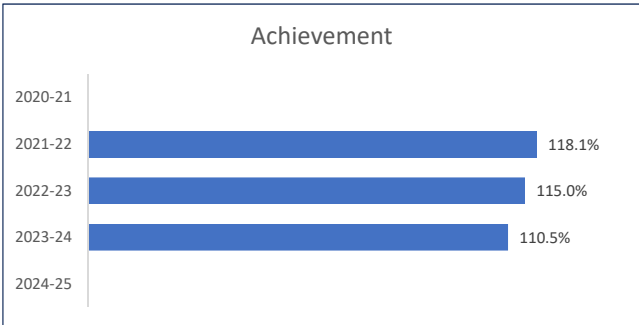
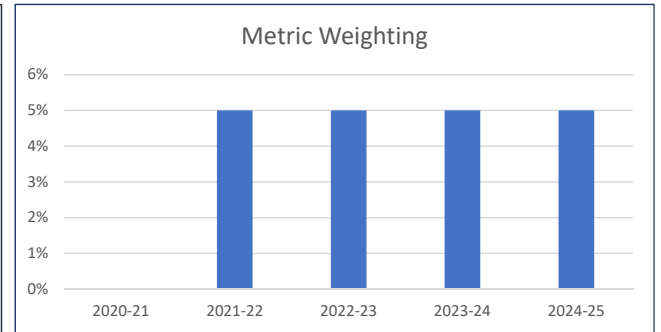
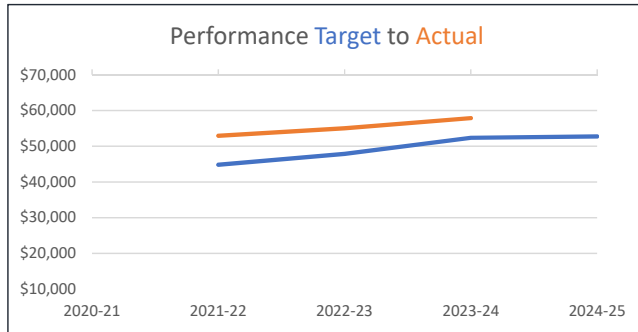
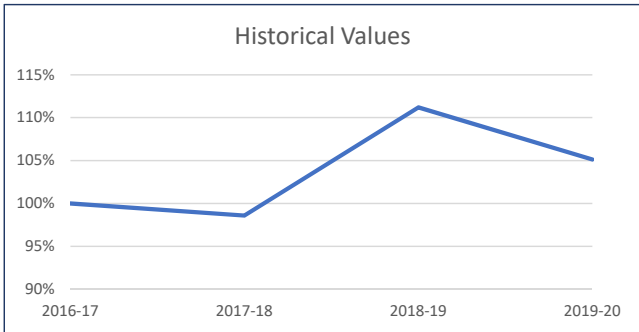
Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources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

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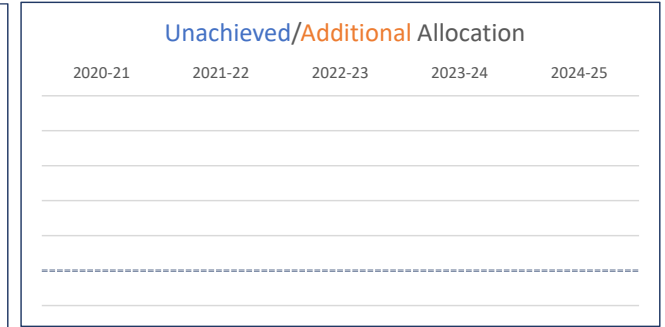
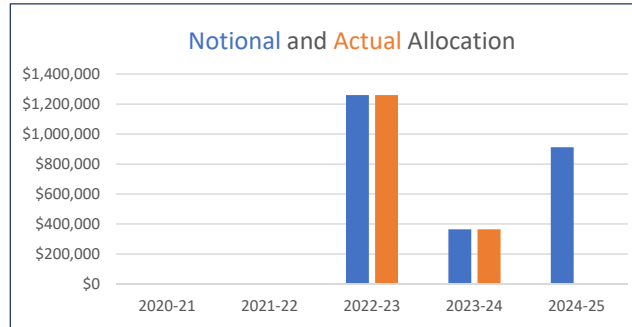
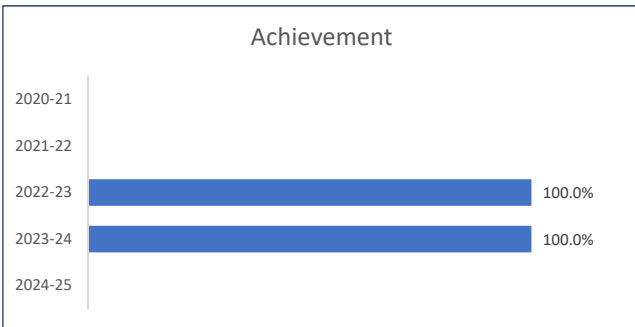
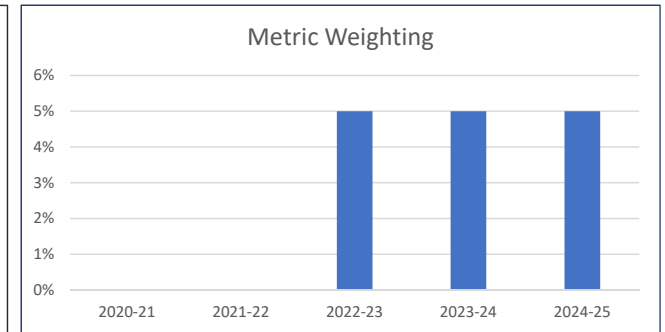
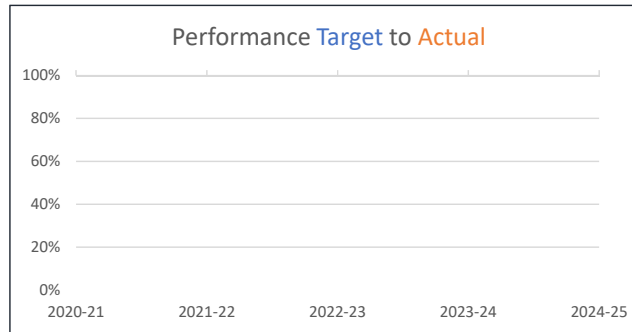
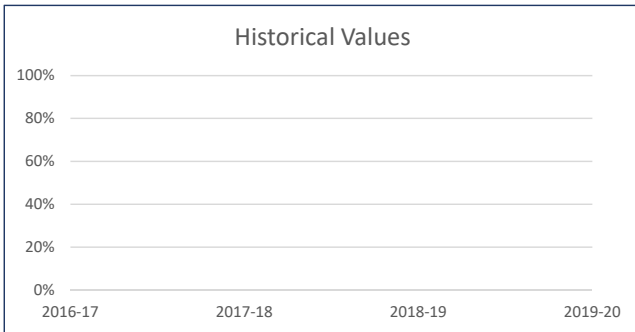
Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources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

**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

# MCU Enroment Based - Corridor Funding

