BOARD OF GOVERNORS
Strategy & Planning Committee (S&P)

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February 8, 2024
2:00 p.m. to 4:35 p.m.
Videoconference
+1 289-336-9919 PIN: 307 898 290#

Members: Lynne Zucker (Chair), Eric Agius (Vice-Chair), Ahmad Barari, Frank Carnevale, Laura Elliott, Mitch Frazer, Matthew Mackenzie, Lisa McBride, Steven Murphy, Hannah Scott, Kim Slade, Michael Watterworth

Staff: Kirstie Ayotte, James Barnett, Krista Hester, Les Jacobs, Lori Livingston, Brad MacIsaac, Sarah Thrush, Lauren Turner

AGENDA

No.	Topic	Lead	Allocated Time	Suggested Start Time
	PUBLIC SESSION			
1	**Call to Order**	Chair		
2	**Agenda (M)**	Chair	5	2:00 p.m.
3	**Conflict of Interest Declaration**	Chair		
4	**Minutes of Public Session of Meeting of November 16, 2023* (M)**	Chair	5	2:05 p.m.
5	**Chair's Remarks**	Chair	5	2:10 p.m.
6	**President's Remarks**	Steven Murphy	10	2:15 p.m.
7	**Strategy**			
7.1	Strategic Discussion: Campus Master Plan* (D)	Brad MacIsaac	30	2:25 p.m.
7.2	Student Recruitment* (U)	Lori Livingston/ Joe Stokes	10	2:55 p.m.
7.3	Research and Innovation* (U)	Les Jacobs	15	3:05 p.m.
8	**Planning**			
8.1	Board Retreat Planning (D)	Steven Murphy & Lauren Turner	5	3:20 pm
8.2	Student Success* (U)	Lori Livingston	10	3:25 p.m.

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

No.	Topic	Lead	Allocated Time	Suggested Start Time
8.3	Institutional Metrics – Strategic Research Plan Metrics* (U)	Sarah Thrush/ Les Jacobs	10	3:35 p.m.
9	**Significant Project & Contract Oversight**			
9.1	Capital Project Tracking Sheets* (U)	Brad MacIsaac	10	3:45 p.m.
10	**Adjournment (M)**	Chair		3:55 p.m.
BREAK – 10 minutes				
NON-PUBLIC SESSION **(material not publicly available)**				
11	**Call to Order**	Chair	5	4:05 p.m.
12	**Conflict of Interest Declaration**			
13	**President's Remarks**	Steven Murphy	10	4:10 p.m.
14	**Consent Agenda (M)**	Chair	5	4:20 p.m.
14.1	Minutes of Non-Public Session of Meeting of November 16, 2023*			
14.2	2023-2024 Work Plan*			
14.3	S&P Action Points*			
15	*In Camera* **Session**	Chair	10	4:25 p.m.
16	**Termination (M)**	Chair		4:35 p.m.

Lauren Turner, University Secretary

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

BOARD OF GOVERNORS

Strategy & Planning Committee

Minutes of the Public Session of the Meeting of November 16, 2023
2:00 p.m. to 3:32 p.m. via videoconference

Members: Lynne Zucker (Chair), Eric Agius (Vice-Chair), Laura Elliott, Mitch Frazer, Matthew Mackenzie, Steven Murphy, Hannah Scott, Michael Watterworth

Regrets: Ahmad Barari, Mike Rencheck

Staff: James Barnett, Krista Hester, Les Jacobs, Lori Livingston, Kimberley McCartney, Sarah Thrush, Lauren Turner

Guests: Lisa McBride, Gaurav Singh, and Dwight Thompson, guest governors

1. Call to Order

The Chair called the meeting to order at 2:00 p.m. and read aloud the land acknowledgment.

2. Agenda

Upon a motion duly made by E. Agius and seconded by L. Elliott, the Agenda was approved as presented.

3. Conflict of Interest Declaration

No conflicts were declared.

4. Minutes of the Public Session of the Meeting of May 11, 2023

Upon a motion duly made by M. Mackenzie and seconded by S. Murphy, the minutes were approved as presented.

5. Chair's Remarks

The Chair welcomed members to the first Strategy and Planning Committee (S&P) meeting of the academic year and invited new members to introduce themselves. She then shared her reflections on Women for STEM and the fall Convocation, speaking favourably about both and congratulating organizers.

6. President's Remarks

The President advised S&P members that the long-awaited report of the Blue-Ribbon Panel was made public yesterday. He highlighted the Panel's finding that the higher education sector is not financially sustainable and expressed the view that the report addresses the immediate needs of the sector. He drew the Committee's attention to the memo issued by the Minister of Colleges and Universities that accompanied the report which placed emphasis on efficiency as a precursor to financial assistance. The President reminded members of the three recent audits of the University, stating his belief that the University runs efficiently. He noted that the next issue will be whether, and how much, the provincial government will choose to implement from the report. He discussed the University's government relations strategy in this regard and emphasized the importance of a decision regarding tuition in the next month. In response to a comment, the President advised that the University does not operate as a corporation, nor is it the parlance of the Council of Ontario Universities (COU). Emphasis is instead on the public good that universities do.

The President then provided an update on his recent trip to southeast Asia. He highlighted the calls for the University's expertise in nuclear energy which range from western Canada to Eastern Europe to Asia. He discussed opportunities for the University, including partnerships with governments. He also highlighted artificial intelligence (AI), particularly in the context of tech with a conscience, as an opportunity for the University but cautioned that southeast Asia is far ahead of Toronto and North America in AI uptake.

7. Review of Strategy and Planning Committee Terms of Reference

The University Secretary presented the annual review of the S&P Terms of Reference (TOR). She advised the Committee that this serves a dual purpose: reviewing the TOR and updating as needed as well as refreshing the Committee, and in particular new members, on its mandate and purpose. There were no changes requested to the TOR.

8. Strategy

8.1. Strategic Discussion: Integrated Academic Research Plan – Action Plan and Accountability, Planning Timelines, and Milestones

The Provost opened the discussion on the Integrated Academic-Research Plan (IARP), providing a quick historical overview of the previous iterations of the Plan and their respective durations. She emphasized the accountability that the IARP brings to the University. She advised the Committee that the purpose of today's presentation is threefold: (i) to outline integrated planning processes and timelines; (ii) to provide a summary of key accomplishments for 2022/2023 to close off the previous version of the Plan; and (iii) to review a prototype of additional qualitative reporting that will accompany year-end reporting.

S. Thrush then outlined the evolution of integrated planning processes and the drive to align planning and related activities across the University. She noted that priorities and metrics are now aligned down to the Faculty- and unit-levels. She reminded the Committee that the reports presented to S&P and the Board are summarized versions of a large number of activities occurring across the institution. Beneath those reports are integrated plan templates where Faculties and units provide more granular data such as their plans and required collaboration. She advised that Faculties and units are, where possible, provided with Faculty and unit level data on each institutional metric to inform their planning activities, assess the impact of their efforts, and measure progress.

Turning to year-end reporting, S. Thrush noted that the report is a culmination of all of these efforts. The objective of this reporting is to have a conversation about challenges and key successes as well as providing line of sight into which initiatives are rolling into the next year. To that end, qualitative information will be introduced this year for each priority to supplement the quantitative progress represented in the dashboard. The year-end report will also include goals for 2024/2025.

S. Thrush drew Committee members' attention to the prototype report included in the materials package and requested feedback on the elements of the report. A discussion then ensued, with the Committee generally expressing support for the prototype report and congratulating the Provost and the Planning Office on shrinking the template from 44 pages down to three. Support was also expressed for qualitative reporting, particularly illustrative examples of successful initiatives. Governors also wished to have clear reporting on goals that weren't achieved and the reasons therefor. In response to a question, S. Thrush confirmed that alignment between planning and other major processes at the University is a work in progress. She noted four key cycles to which alignment is underway: enrolment, budget, academic approvals, and capital. In addition to logistical challenges, she noted the cultural shift required to make progress in this regard. The Committee expressed support for this initiative, and stressed the importance of communication so that changes in one area are caught and impacted areas or plans can adjust accordingly. In response to a question, a brief discussion ensued on the theme of tech with a conscience. The Provost noted that it is defined in the IARP and suggested that the definition of each pillar could be inserted into the report going forward. S. Thrush provided some examples and noted that decanal engagement is underway to surface stories and initiatives that exemplify the University's mission. The discussion closed with a recommendation from the Committee Chair that, where initiatives are laddered, it be clear in the year-end report.

9. **Planning**

9.1. **Enrolment Update**

S. Thrush presented the Enrolment Update. She highlighted several aspects of the data, including a year-over-year (YOY) 12.5% increase in applications in a system that was only up 2%, a miss of the international student enrolment target at 93%, and

overall registration at 113% of the 10-day target. She noted that the University out-performed the system on domestic confirmations, a success she attributed to Strategic Enrolment Management (SEM) initiatives and co-operative education offerings. She closed by commenting on how these statistics will be represented in upcoming discussions about budget; she noted that the projections included in the materials will also be in the budget blueprint paper.

In response to a question about challenges with international students, S. Thrush shared the ongoing issues with process delays at Immigration, Refugees, and Citizenship Canada (IRCC) for a second consecutive year. She noted that there was also a drop in enrolment from local international feeder schools during COVID due to travel restrictions as well as an overall decline in international applications across the system. In response to a question about funding for international students, S. Thrush confirmed that the University is comprehensively reviewing graduate student supports and working with the Ontario Tech Student Union to ensure that those in need know that emergency funds are available. She noted that in the two years since she joined Ontario Tech, graduate international tuition scholarships have tripled, but are under-subscribed. A member noted the static level of master's level funding in the Faculty of Health Sciences.

9.2 Board Retreat Planning

The University Secretary and the President proposed to the Committee that equity, diversity and inclusion (EDI) with an emphasis on inclusion and belonging as the topic of the 2023/2024 strategic retreat. The President noted that R. Nyaamine, the Assistant Vice-President, Diversity, Inclusion and Belonging will be an excellent in-house resource for the retreat, possibly paired with an external facilitator or speaker. The Committee was supportive of the theme, finding it topical and timely. As the plans for the strategic retreat take shape, the Committee encouraged leadership to keep in mind the importance of having tangible outputs, keeping such a large subject area focused, and if possible tying in the theme of tech with a conscience.

10. Significant Project & Contract Oversight

10.1.   Subcritical Assembly Project

L. Jacobs presented an update on the Subcritical Assembly Project, opening with a brief summary of the project which commenced a year ago. He highlighted some milestones in the project, including formal announcements at the Canadian Nuclear Association and the submission of a letter of intent to the Canadian Nuclear Safety Commission. He advised the Committee that a formal application will be submitted sometime between March and June. Engagement, including Indigenous consultation, will be a prerequisite of the submission. L. Jacobs closed by sharing that Brookfield Sustainability Institution at George Brown College will be partnering with the University to design the facility which will showcase Ontario Tech's strength in clean energy. In response to a question, L. Jacobs provided additional information about the consultation process and confirmed that, per the requirements of the Canadian

Nuclear Safety Commission, non-support from an Indigenous community would halt the application.

11. Adjournment

There being no other business, the meeting adjourned at 3:32 p.m.

Lauren Turner, University Secretary

COMMITTEE REPORT

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

TO: **Strategy & Planning Committee**

DATE: **February 8, 2024**

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

SUBJECT: **Campus Master Plan - Update and Discussion**

COMMITTEE MANDATE:

S&P Committee 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. More specifically, the Committee will make recommendations on the implementation plans, including infrastructure.

This paper will update the Committee on a process associated with the University's differentiated growth plan and how it connects with the phasing of the Campus Master Plan.

BACKGROUND AND STRATEGIC CONTEXT:

Ontario Tech continues to grow, expand and mature into the promise its founders envisioned when it was established in 2002. The 2023-2028 Integrated Academic-Research Plan (IARP) charts our course towards our goal of being a preeminent institution. It works in tandem with the existing Strategic Research Plan 2020-2025 and it drives our year-over-year budgeting and capital planning processes. As the University moves forward with the implementation these plans it is anticipated that the bold transformation set out will result in significant differentiated enrolment growth to 18,000 students by 2030, to meet the needs of the growing Greater Toronto Area university-aged population and international demand for STEM and professional programs offered by Ontario Tech. In tandem we will see corresponding expansion in our research and support services.

Based on these refreshed plans we continue to review the previous and ongoing space consultations which informed the creation the "Framework and Action Plan to Develop Downtown Oshawa" (2011) and overall Campus Master Plan (2015). The key academic and strategic objectives for the University outline significant next steps in the ongoing development of the University's campus and the implementation of its Campus Master Plan. Ontario Tech is looking to deliver growth that:

- contributes to the thoughtful development of the North and Downtown locations over the long-term,
- considers the role Ontario Tech University plays as a community and city builder, and
- supports the implementation of the University's emerging academic and housing strategy.

Enrolment Growth

Ontario Tech is well poised for enrolment growth. In Fall 2023, the University had over 11,000 students registered, which represented a significant increase in enrolments over the year before. Ontario Tech student applications have significantly outperformed the Ontario university system for three consecutive years, showing an impressive increase of 73% applications over 2021. The University's enrolment statistics, anticipated new programs, and estimated offering formats are being used as a key planning assumption for the space of the future.

The differentiated growth priority identified in the IARP will be accomplished through the University's Strategic Enrolment Management (SEM) planning processes that focus on purposeful growth in our STEM and professional programs. SEM plans are the key driver that shape our financial, capital and academic resourcing plans. Our SEM strategies will ensure that as we grow, we will consciously transform into a specialized, comprehensive-sized, research-intensive institution by purposely managing program expansion at the undergraduate and graduate levels. The University continues to explore how we can enhance program delivery models to improve learning outcomes for students while building capacity for growth by incorporating more technology and digital learning within courses, offering more hybrid learning and simulation opportunities.

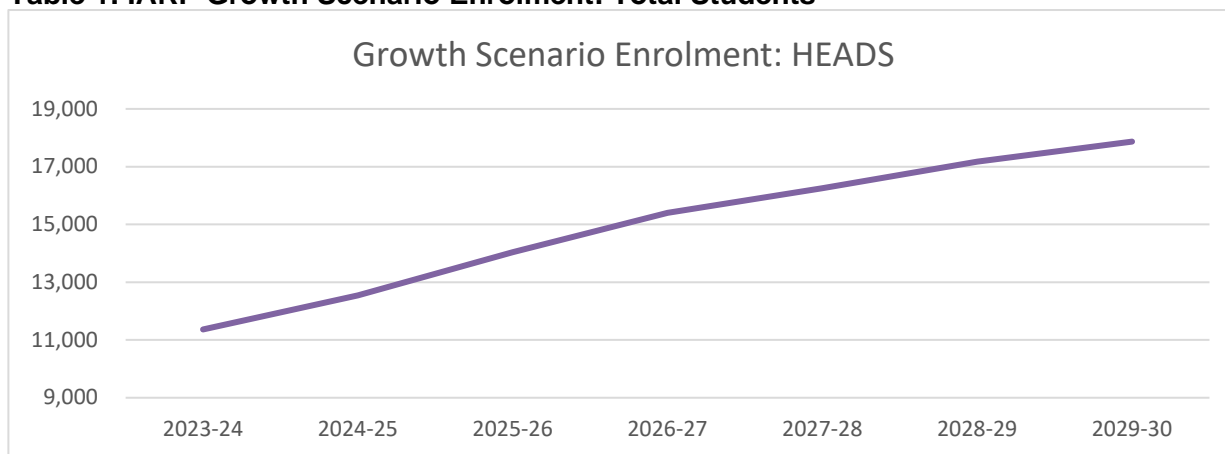**Table 1: IARP Growth Scenario Enrolment: Total Students**

Table 1 illustrates how the University is looking to grow its traditional intake which includes continued domestic student increases and an international growth from 9% to 20% of total students (current median for international students in Ontario universities). Significant increases in the mature student population are also anticipated, given the planned expansion of professional-based masters programs. Working together we will explore many alternate scenarios as we alter to deliver on what the market demands. As part of this process we need to accommodate not only the number of traditional and non-traditional students expected, but what type of space and infrastructure is needed to support; various curriculum delivery modes (in-class, hybrid and on-line), evolving technology, extra-curricular activities and wrap around services. The impacts on the campus infrastructure will vary depending on the path taken; therefore, we need to design and build flexible options that reflect academic program needs.

Space Principles

The University's space assumptions are based on the Council of Ontario University standards that may be seen as a **target** to be achieved, a **minimum** to be met, a **maximum** not to be exceeded, an **optimum** to strive for, or a **guideline** to be used as a benchmark. Based on 2022 data Ontario Tech is under 75% of the formulaic need for core academic space (teaching, research, academic support) compared to the system which is above 82%. Our desire is not to hit the COU figures, but rather use them with our own internal factors to create the optimal mix of space with an eye on our available resources.

In 1969, COU initiated the development of a space classification and space standards framework that details the inventory of physical facilities at all Ontario universities compared to requirements generated through application of the space standards. During this half century timeframe, the evolution of technology, culture, and student expectations have led to significant changes to learning delivery and study habits, the conduct of research, the role of the library, patterns of work, and the array and delivery of student services and amenities on campus. In 2021, the COU Task Force on University Space Transformation commissioned a study to holistically assess and update the space standards framework to better reflect and support the campus of the 21st Century. Ontario Tech is using these new principles with our own efficiency targets to help guide the future planning of space.

Ontario Tech Space Needs

As we look at the needs for Ontario Tech, we focus on the number of classes students take on campus and the corresponding research and support services that are tied to these as we grow. There are two basic ways that we count the number of students registered. When we use headcount, we count every student registered regardless of the number of courses they are enrolled in. When we use full-time equivalent (FTE), we total the proportion of a full program that each student is registered in (e.g. a student taking 8 courses of a normal 10 course load is 0.8 FTE). In September 2023, we had a headcount of more than 11,000 students, which we estimate will be ~9,500 FTEs.

The second important concept when discussing building plans and space is the difference between gross square feet (GSFs) and net assignable square feet (NASFs). GSF includes the total floor space in a building to the outside wall, including parts that cannot be assigned for individual unit use such as elevators, hallways, mechanical rooms and atria. NASFs include the interior assignable areas. In 2023, Ontario Tech has over 1.15 million square feet of buildings which is essentially the same as 2019 even though we added Shawenjigewining Hall in 2021 because we moved out of 11 Simcoe, St Gregory's, Library portable and J-block. In other words, we have modernized our space and made it more 'student-friendly' (i.e. sticky), but not sufficiently grown it.

As noted earlier, there are several different strategic enrolment plans that could get us to 18,000 students. We must explore different space scenarios if the increasing program need tutorial and lab support verses what could be required for weekend executive master programs. Using just simple averages to start the high-level planning process if we had 15,000 more traditional students and 3,000 continuing learning students who could fit more into online, nights and weekends we would need 300,000 gsf to maintain our current ratios of space. This varies depending on the type of program, the type of researcher hired and even the location of the building as one may connect well with existing utilities while another may consume a large portion of the building if it is the first and needs to service the full future location. We could see a need for less space if the is more offerings in a hybrid fashion and more sharing of rooms on campus. We could see a need for more space if we expand our need support services, study areas and large-scale research projects.

Funding the Expansion

Using 2023 construction costs for a general academic building (i.e. classrooms, offices, light labs) a 100,000 gsf building would be above $70 million. In the past the University has had a reserve built up for major capital projects which is not the case at this time due to well documented financial pressures in the system. Similar to ones own financial planning, capital planning helps the institution determine both short- and long-term space goals and create a balanced financial plan to meet those goals. The University has different options at its disposal such as:

1) Lobby Municipal/Provincial/Federal government.
2) Fundraise through the Capital Campaign.
3) Enter partnerships with developer/lease to own.
4) Use, temporarily, working Capital reserve.

5)   Borrow from a financial institution.

It is important to note that the Ministry of Colleges and University is finalizing Financial Sustainability Framework which outlines key metrics institutions will be reporting on to monitor the level of financial risk. Additionally, Ontario Tech is in the final stages of moving its debt guidelines to a more formal policy per the Auditor General recommendations. To stay within our internal policy, we may be able to borrow $35M, with the assumption that other funding areas like advancement can offset the other portion of the building cost. This $35M with five percent interest over a twenty-five-year term would require $2.5M annual payment. Additionally, we anticipate almost $1M a year in increased operating costs. While the institution could weigh the risks of borrowing more this gives a marker for the community to review.

Funding Ancillary Services through Private Partnerships

Achieving the academic and research strategic objectives set out in the IARP will require a significant investment in people, programs, technologies, and physical assets. As we look to the future, we expect that all of our funds must be laser focused on supporting this growth. Estimating 300,000 gsf of additional academic space which costs $210 million in 2023 dollars means that while there is a compelling need for new investments in ancillary support facilities such as student housing, there is no funding expected from government sources to develop and operate such facilities. Ontario Tech recognizes the need to explore more cost and risk effective models. Over the past decade a trend towards working with private sector partners for the development of these facilities has emerged in the post-secondary sector in Canada.

Given the student housing shortfall that currently exists, and that is projected to grow significantly over the next few years, the development of new student housing capacity is viewed as essential to achieving the University's enrolment growth objectives and central to the student experience at the University.

Existing Student Housing Facilities

Ontario Tech does not currently own residence facilities but, through an arrangement has access to residence spaces in buildings owned by Durham College. University's students have typically occupied approximately 67% of the total beds available (840 beds in fall 2023). The Scion Group, a leading provider of and consultant for student housing in North America, recently completed a projected student housing demand analysis for Ontario Tech. The Scion analysis highlighted that we not only need space as we grow to 18,000 but that there was already a significant demand for student housing, estimating we were almost 500 bed short if the location and costs were right. By Fall 2030 we will need 1,300 additional beds. Looking at a phased in approach the first 350 beds could cost about $55 million.

Transaction Structure and Enabling Agreements

As a result of the proven demand and the lack of institutional funding, we are seeking to partner with a third-party developer to design, build, finance and operate a purpose-built student housing project on its North Oshawa campus by fall 2028. As outlined in the IARP, a key priority of the University's new academic plan is the creation of a "sticky campus". This Project is meant to foster community by becoming a hub of activities and an important space for both its residents, as well as the broader campus population. As such, the Project is expected to incorporate suitable areas for collaborating and learning, facilitate integration of groups of students and enrich student life.

Our process was initiated in 2023, and we have now successfully completed the first stage of a two stage Request for Submissions (RFS) process. The intent of stage 1 was to identify Respondents with the capacity to fully design, build, finance, operate and maintain the Project. The University team, supported by its advisors (Urban Land Advisors and Ernst & Young), completed a comprehensive review of the submissions, followed by structured interviews the University has identified a Short-Listed of 3 Respondents who will move forward to stage 2. The Short-Listed Respondents will develop detailed submissions in response to the comprehensive requirements set out by the University in the RFS

document. We have planned two sets of commercially confidential meetings over March and April to set out the vision and address questions. The final submission is set for mid May 2024. After that time the University will be working with the selected proponent on the execution of required agreements. It is expected that a set of enabling agreements will be established between Developer and the University, which will convey rights to the use of the Project Site for a specified period of time. In return, it will make payments to the University for base land rent and potentially a revenue participation component, as negotiated. The term of conveyance is expected to be set to optimize Project viability and student affordability.

There is a strong track record of success for similar projects being implemented in Canada over the past decade with many lessons being learned over that time. Appendix 1 provides an overview of the benefits and disadvantages associated with traditional models used by universities for delivering student housing facilities as compared to using a Public-Private Partnership (P3) model and summarizes the significant advantages for Ontario Tech by moving forward with a P3 approach to deliver its first purpose-built student housing facility.

Summary

The IARP is the anchoring planning document that guides the initiatives in place or underway at the University to drive us towards being a preeminent global institution. As we aspire to grow to 18,000 students there is a corresponding need to outline the enabling plans. The Campus Master Plan is a visionary, forward thinking document that provides the framework, strategy and collection of tools needed to guide campus development in keeping with space requirements. This plan is a coordinated development solution that will guide the character, scale, facilities and layout of the shared Oshawa campus and will address future academic, research, student life, athletic and community partnership needs.

To deliver on the strategic academic objectives Ontario Tech is facing increased pressures to provide dynamic on-campus space. The University also needs to balance reductions in public funding and concerns about overall affordability with the need for high-quality facilities. For this reason, we must be laser focused on what the most efficient and effective use of our limited resources might be.

Using current metrics, the University aims to add at least 300,000 gsf of core teaching, research, study space to support our growth plans. This varies depending on the type of program, the type of researcher hired and even the location of the building. In 2023 dollars this equates to over $210 million dollars in construction. For that reason, we know we will need to implement a phased in approach that corresponds with our offerings. We will need to examine how we can do things differently now to accommodate growth in the space we have while looking to the future offerings.

In addition, this core space we will need ancillary services such as student housing. The SCION study estimates an extra 1,300 beds to accommodate current deficit and growth to 18,000. In 2023 dollars we are estimating the first phase of 350 beds to cost about $55 million dollars. A Traditional Model will require significant investment from the University to fund both capital and operations and maintenance costs of a new student residence. Using a P3 approach, the University can design, build, operate, and maintain a new student residence with little to no capital outlay. Moreover, the P3 Model minimizes overall risk to the University.

As outlined in the IARP, Ontario Tech continues to grow, expand and mature into the promise its founders envisioned as a technologically forward-looking institution. With intention, we must pursue a bold transformational plan—one focused on a differentiated program mix and growth in student numbers—to ensure a sustainable future for Ontario Tech. Through our enabling plans, like the CMP, we will articulate how we get there from here. This will require each and every member of the Ontario Tech community— students, staff, faculty, alumni, community members and partners—to collectively engage and contribute on an every-day basis. It is with our collective efforts that we will succeed and build on the solid foundation that we have already created and push Ontario Tech towards a bright, sustainable future.

APPENDIX 1: RATIONALE FOR USING A PUBLIC-PRIVATE PARTNERSHIP (P3) MODEL

A maturing student housing market in Canada presents an opportunity for Ontario Tech to enhance its student experience while significantly reducing risk and preserving financial flexibility to focus all available operating and capital budget resources on delivering the core academic mission of teaching and research. Historically, a traditional institution-built, owned, and operated model (described below) has been preferred; however, in the last decade, the post-secondary context has seen an increased number of P3s being very successfully used for student housing solutions.

Traditional Model
Historically, institutions have sought to retain ownership, control and responsibility for the design, construction, financing, operation, and maintenance of student housing. This has enabled institutions to play a strong role in the delivery and lifecycle of student housing projects. Institutions would often procure an architect to design the facility, before inviting bids from construction contractors, or procuring a Design-Build contractor. It requires the institution to use its equity or to borrow to create student housing. Once built, an institution takes on responsibility for operations and maintenance of student housing facilities, often through third-party contractors and operators. The traditional approach to delivery affords many benefits and challenges as outlined below.

Benefits	Challenges
► Easy to manage linear process with discrete procurement steps. Process can expedite time to market subject to ready and complete design documents and a dedicated capital team.	► Institution retains design, construction (if delayed) and maintenance risk
► Process is familiar to the market	► Lack of long-term buy-in from designers and constructors means neither are incentivized to consider assets' long-term lifecycle which can lead to deferred maintenance and operational inefficiency
► Strong control over design and operation of the facility	► Subject to demand and revenue risk during operational phase
► Drives competition in construction costs as institutions can review competitive bids once design is complete	► Realities of year-to-year budgeting can lead to deferred maintenance
	► Financial contributions from institution can place pressure on balance sheets

P3 Model
The P3 model has emerged globally as a way for the private sector to provide public infrastructure. A P3 can take on numerous configurations, but in its broadest application involves a private sector partner contracting with a governmental entity to finance, construct, operate, and maintain public infrastructure that typically remains under governmental entity ownership. This approach is increasingly being adopted by Canadian post-secondary institutions for student residences to address growing demand for student housing but constrained institutional funding and resources. The benefits of the P3 approach to student housing delivery are increasingly effective in achieving student experience objectives while maintaining a degree of financial sustainability.

Institutional residence development and operations and maintenance can also divert campus leadership's attention from critical areas of focus. Through the P3 delivery approach, institutions have the opportunity to reduce their direct role in these non-core functions, allowing critical resources to be more focused on the core academic mission.

Implementing a successful P3 model must be done thoughtfully through a well-defined strategy. However,

if effectively designed and implemented, P3 models can reduce financial liability, shift long-term budget strategies, transfer targeted risk features, access innovative real estate design and technology, and deliver an exclusive experience for students. Deploying a P3 model gives institutions the ability to increase focus on what they do best: teaching and research.

The P3 approach to delivery of institutional housing offers various advantages and challenges including:

Benefits	Challenges

► Project risks are allocated to the party(ies) best able to manage and control the risks
 	
   o Cost and schedule certainty supported by private sector efficiency
 	
   o Revenue and occupancy risk transfer incentivizes continued, long-term maintenance of and additional enhancements to the facility
 	
► Efficient transaction structuring to maximize development charge and property tax exemptions
 	
► Outsourced non-core assets allows focussed attention on the needs of the core academic mission
 	
► Innovation features are more easily accessible to the private sector which offers cutting-edge, unique design and technology features
 	
► Reduced resourcing requirements by institutions whilst oversight and advisory of the facility retained
	► Less control and flexibility in delivery and design of the facility compared to the traditional approach
	
	► While ownership of the land (for on-campus student housing) and student residence building is typically retained by the institution, for some institutions, the perception of excessive private sector involvement with associated profits can be challenging for stakeholders
	
	► Long-term dedicated resources by the institution is required to maintain multi-generational relationship

Long Term Space Planning and Joint CMP Next Steps Discussion – Jan 2024

IARP outlines a vision of growth to 18,000

Growth Scenario Enrolment: HEADS
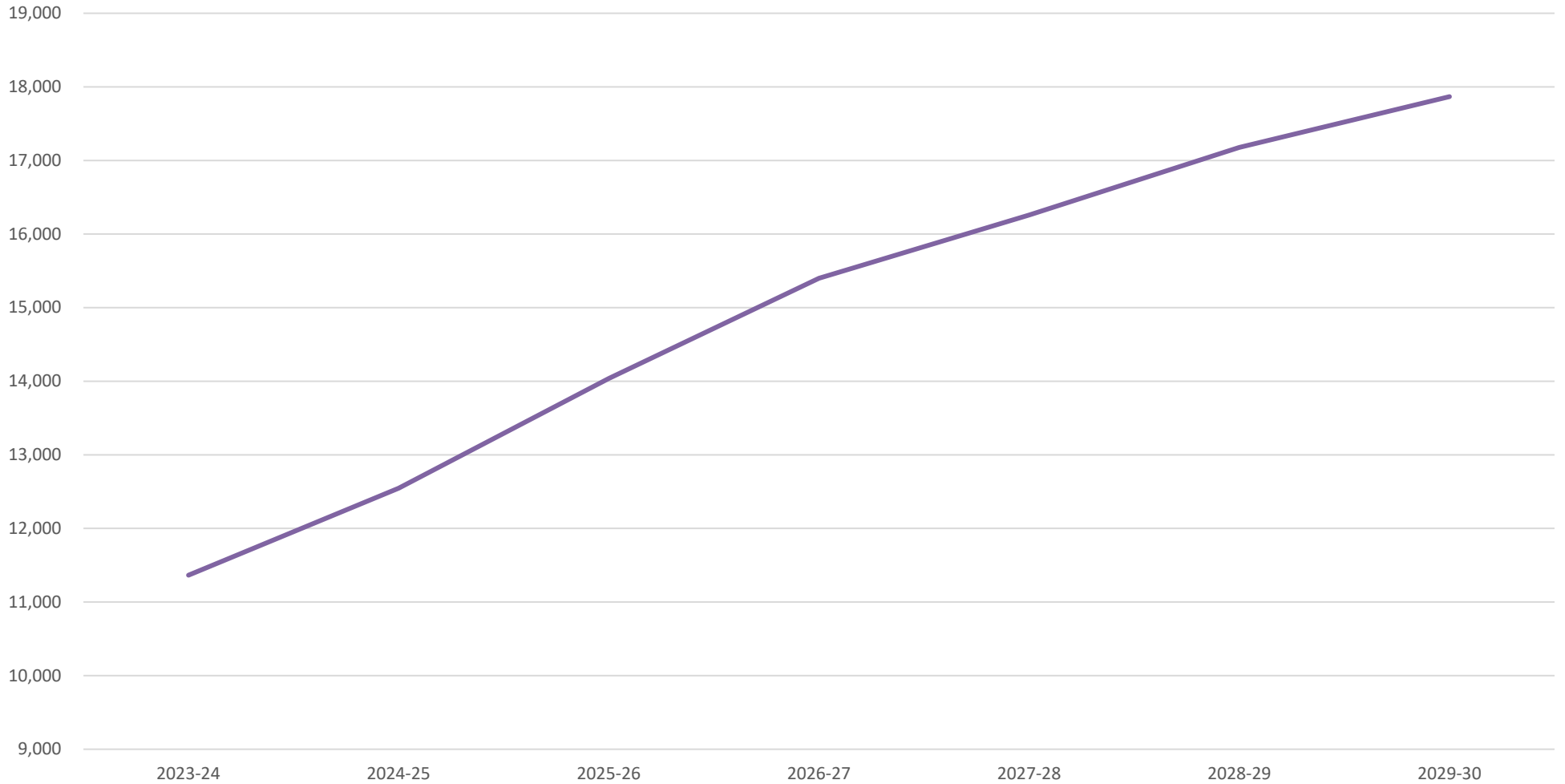
What Space Would be Required – estimating 300,000 gsf

Table 31: ONTARIO TECH: Institutional Space Requirements as Measured by COU Space Standards, 2019-20

	Input Measure	Space Factor	Generated Space	Inventory	%I/G	System Average	2016-17 %I/G
TEACHING/RESEARCH/ACADEMIC SUPPORT							
CLASSROOMS							
Total FTE Students	8,570.76	1.11	9,513.54	8,595.61	90.4	83.9	80.4
CLASS LABS							
Lab Contact Hours W	1,052.00	0.8	841.60	1,399.34			
Lab Contact Hours X	7,806.01	0.6	4,683.61	3,150.99			
Lab Contact Hours Y	5,147.50	0.5	2,573.75	1,601.68			
Lab Contact Hours Z	2,766.87	0.3	830.06	844.89			
Unclassified	0.00			0.00			
Total Class Lab	16,772.38		8,929.02	6,996.90	78.4	75.7	58.9
RESEARCH LABS							
Research Disciplines A	85.85	45.0	3,863.25	2,361.34			
Research Disciplines B	117.75	30.0	3,532.50	2,732.27			
Research Disciplines C	58.95	20.0	1,179.00	1,038.55			
Research Disciplines D	92.88	10.0	928.85	1,450.53			
Research Disciplines E	111.89	5.0	559.45	975.37			
Research Disciplines E	64.65	2.0	129.30	91.88			
Unclassified	1.50			0.00			
Total Research	533.48		10,192.35	8,649.94	84.9	70.0	78.0
OFFICE - ACADEMIC							
Total FTE Faculty	304.00	12.0	3,648.00	4,353.43	119.3	114.1	126.7
Research Appointments	33.75	12.0	405.00	70.01	17.3		34.6
Total FTE Grads	607.20	3.0	1,821.60	594.52	32.6	67.3	45.2
Total FTE Non-Acd Staff	118.50	12.0	1,422.00	1,185.76	83.4	103.5	71.4
Office Service	7,296.60	0.25	1,824.15	947.72	52.0	109.3	48.1
Total Academic Office			9,120.75	7,151.44	78.4	94.9	83.3
OFFICE - ADMINISTRATIVE							
Total FTE Non-Acd Staff	356.80	12.0	4,281.60	3,964.55	92.6	103.3	86.4
Office Service	4,281.60	0.5	2,140.80	1,962.40	91.7	120.3	77.1
Total Admin. Office			6,422.40	5,926.95	92.3	109.0	83.3
Total Office - Academic & Administrative			15,543.15	13,078.39	84.1	98.2	83.3
LIBRARY FACILITIES & LIBRARY STUDY SPACE							
Study (Total FTE Students)	8,570.76	0.5	4,285.38	1,615.09	37.7	51.0	41.0
Traditional Static Shelving Space	64,059.04	0.005	320.30				
Mobile Compact Shelving	6,972.50	0.004	27.89				
Super High Density	0.00	0.0035	0.00				
Total Stack	71,031.54		348.19	1,079.59	310.1	79.8	203.0
Library Support	4,633.56	0.25	1,158.39	737.59	63.7	69.8	102.4
Total Library Facilities & Library Study Space			5,791.96	3,432.27	59.3	65.1	64.6
NON-LIBRARY STUDY SPACE	8,570.76	0.4	3,428.30	1,582.61	46.2	76.8	28.8
SUB-TOTAL: TEACHING/RESEARCH/ACAD SUPPORT			53,398.32	42,335.72	79.3	81.3	71.3

March 2011 Framework & Action Plan
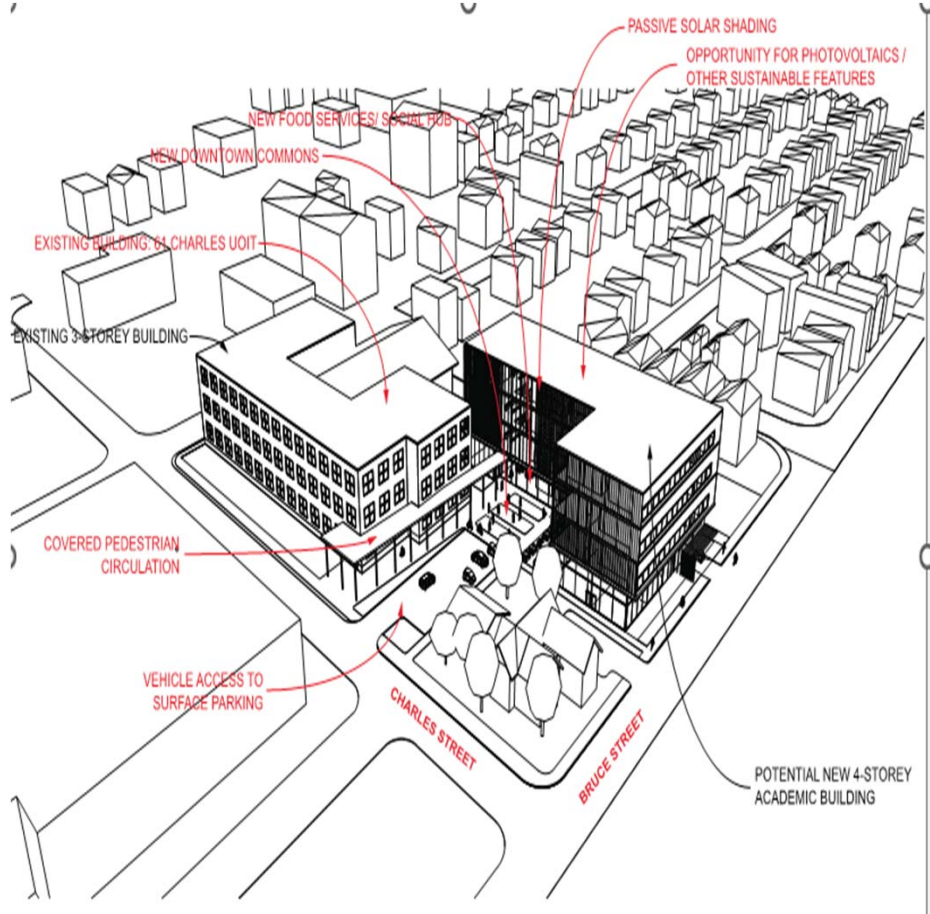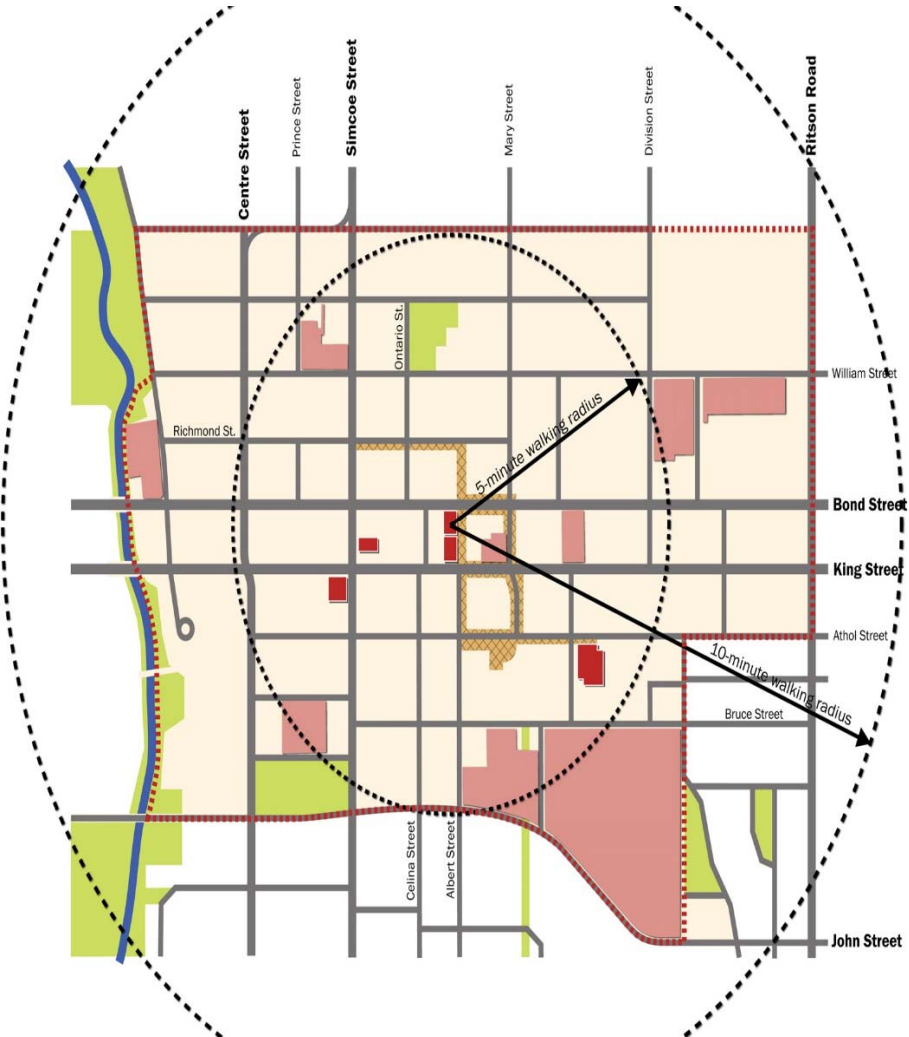
2015 Campus Master Plan
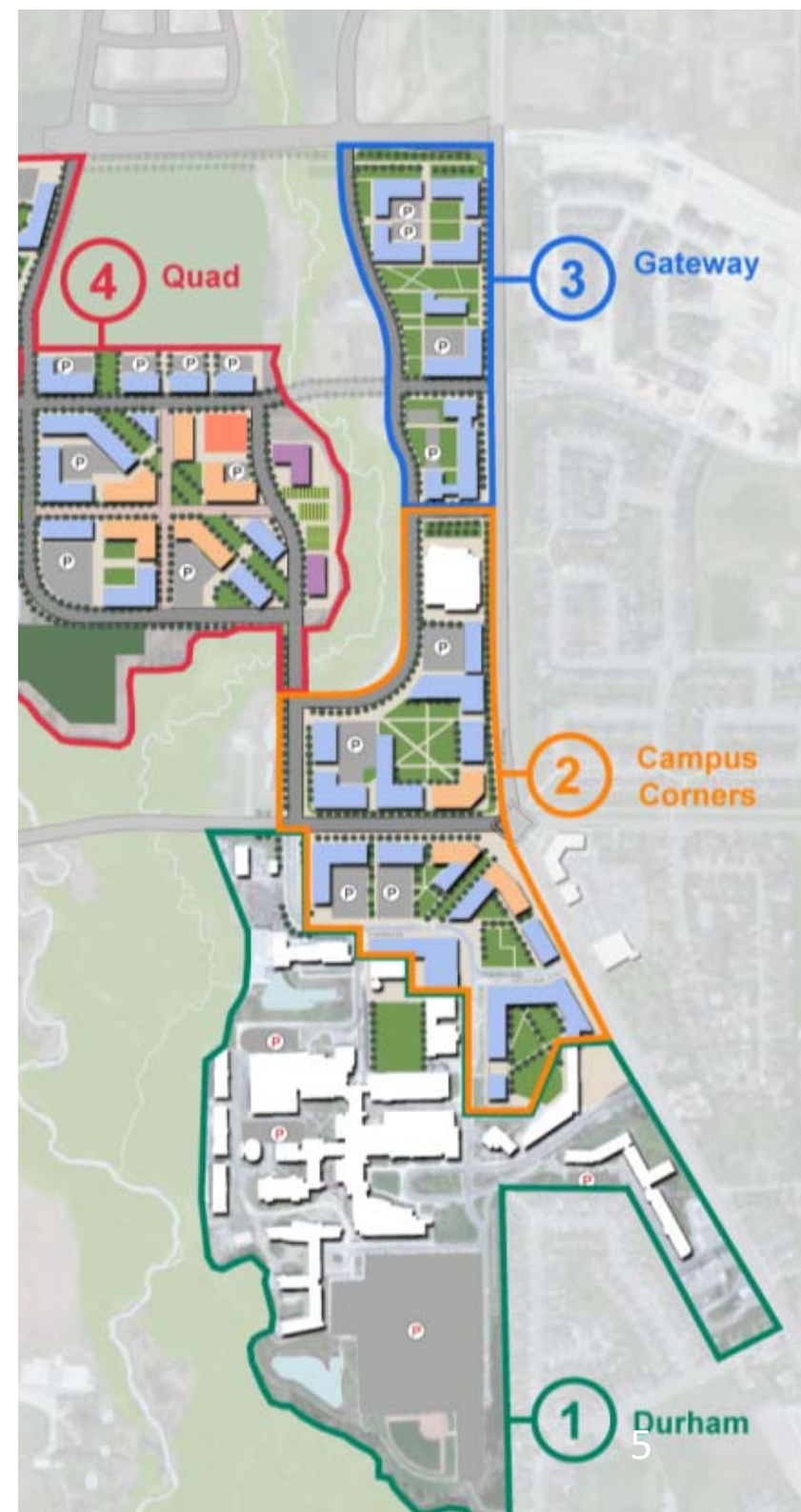
Phasing: 30 + years

Phase 1: Proposed GFA

Building	Floorplate (sq.ft.)	Storey	Total sq.ft.
1-A	43,174	5	215,870
1-B	26,189	5	130,943
1-C	22,271	5	111,353
Phase 1: Total Building GFA			**458,166**
Existing Parking Area			611,067
Phase 1: New Parking Area			247,828

Phase 2: Proposed GFA

Building	Floorplate (sq.ft.)	Storey	Total sq.ft.
2-A	50,149	5	250,745
2-B	34,541	5	172,707
2-C	23,121	3	69,363
2-D	41,796	5	208,981
2-E	41,796	1	41,796
Phase 2: Total Building GFA			**743,593**
Existing Parking Area (remaining)			562,285
Phase 2: New Parking Area			66,166

Phase 3: Proposed GFA

Building	Floorplate (sq.ft.)	Storey	Total sq.ft.
3-A	44,821	5	224,105
3-B	40,828	5	204,138
3-C	10,818	5	54,089
3-D	23,153	5	115,766
3-E	22,367	5	111,837
3-F	24,811	5	124,054
3-G	19,612	5	98,059
3-H	18,266	5	91,332
3-I	24,273	5	121,363
3-J	27,652	5	138,262
Phase 3: Total Building GFA			**1,283,005**
Existing Parking Area (remaining)			199,208
Phase 3: New Parking Area			40,978
Total Building GFA			**2,484,764**
Total Parking Area (New & remaining)			488,014

Legend:
- Existing Bus Stop
- Existing Buildings
- Property Lines
- Existing Park
- Existing Waterbody
- Phase 01 - Proposed Building
- Phase 02 - Proposed Building
- Phase 03 - Proposed Building
- Proposed Parking
- Proposed Park
- Proposed Gateway
- Proposed Street Network
- Proposed Shared/Flexible Street
- Proposed Pedestrian Path

0 25m 50m 100m 200m
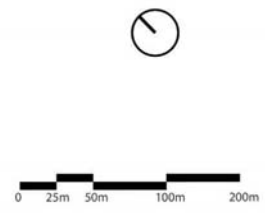
Where to start? Core Academic
At $700/ sq ft – 300,000 gsf = $210M

Space Group	Space Description	TOTAL 3914	Phase 1 Selector Total GSM	Phase 2 Selector Total GSM
Learning	Classroom	3,205	1,923	1,282
	Class Labs	1,971	788	1,182
Learning Total		**5,176**	**2,712**	**2,465**
Study Space	Non-Library (COU Cat 11)	2,207	883	1,324
Study Total		**2,207**	**883**	**1,324**
Research	Research Laboratories	8,521	2,556	5,113
	Graduate Offices	1,573	629	944
Research Total		**10,094**	**3,186**	**6,056**
Offices	Academic Offices	2,925	1,755	1,170
	Administrative Offices	2,305	1,383	922
Offices Total		**5,230**	**3,138**	**2,092**
Other Space	Food	1,219	488	732
	Common Use & Student Activity	1,097	439	658
	Central Services	258	103	155
	Plant Maintenance	341	136	204
	Assembly & Exhibition	476	191	286
Other Total		**3,391**	**1,357**	**2,035**
Total GSM		**26,099**	**11,275**	**13,972**
		280,825	121,314	150,342

Student Housing Analysis - 1,300 additional spaces
First 350 estimated at $55M
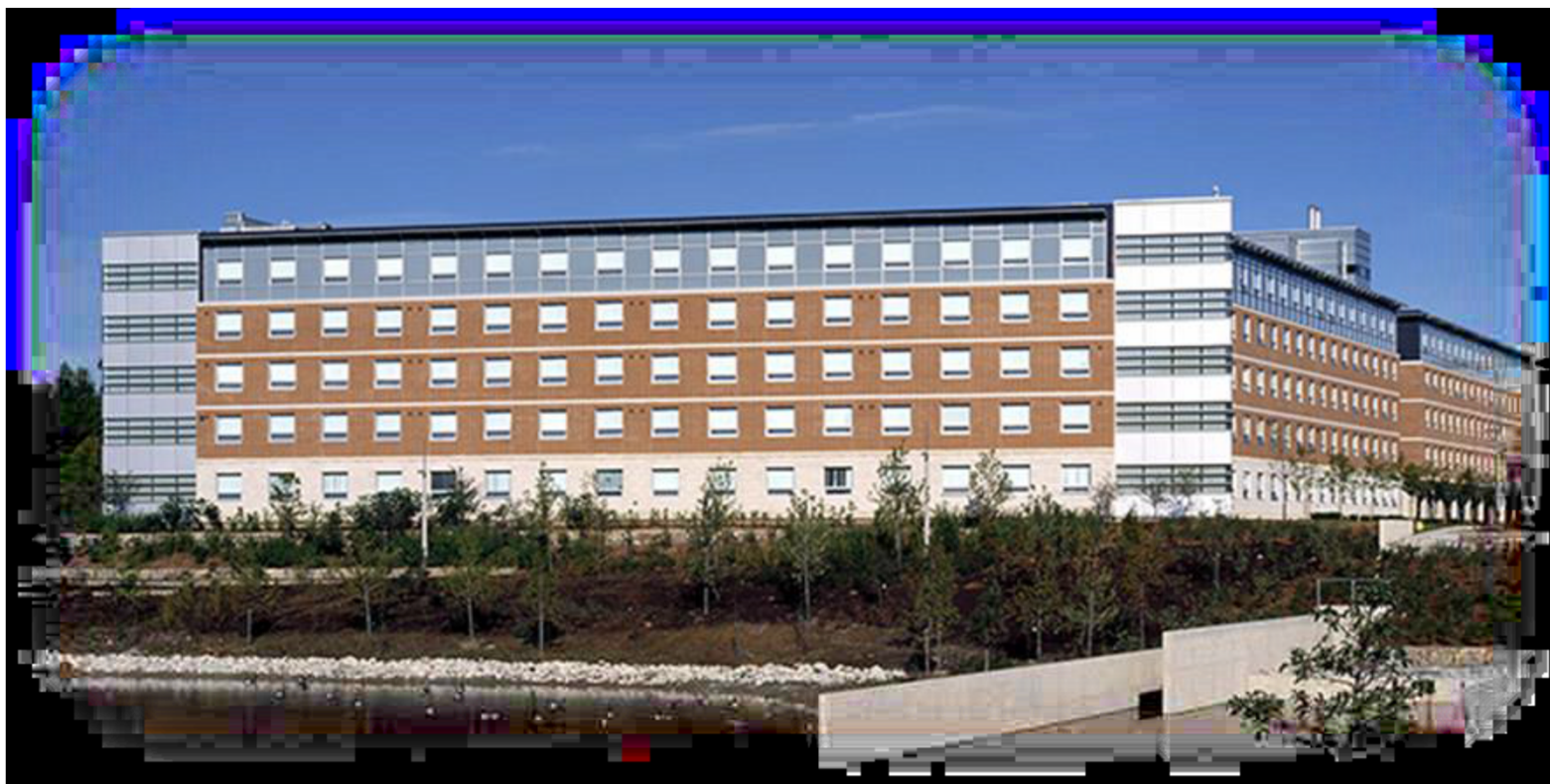
HOUSING PROGRAM

Description	Beds / Unit	Total Units	Total Beds	Bed %	NSF/Unit	Total NSM
2 Bedroom 1 Bath Suite (4 bed)	4	30	120	21.6%	445	13,350
Studio suite	1	100	100	18.0%	218	21,800
Micro Studio	1	105	105	18.9%	155	16,275
2 Bedroom 1 Bath Suite (2 bed)	2	115	230	41.4%	448	51,520
Subtotal		**350**	**555**	**100%**		**9,567**

QUESTIONS?

COMMITTEE REPORT

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

TO: **Strategy & Planning Committee**

DATE: **February 8, 2024**

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

SUBJECT: **Student Recruitment Initiatives**

COMMITTEE/BOARD 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 supporting student recruitment in both domestic and international markets, including a brief summary on our efforts over the past year. The purpose is to prompt further discussion on what additional strategies we need to consider and/or pursue going forward.

BACKGROUND/CONTEXT & RATIONALE:
At its January, 2023 meeting, this Committee engaged in a strategic discussion focused on the University's student recruitment strategy. Recruitment remains a key priority for Ontario Tech and especially so given the fiscal challenges currently faced by all institutions of higher education in the Province of Ontario.

The 2023-208 Integrated Academic-Research Plan is explicit in its call for a strategic commitment to a "differentiated growth" agenda. More specifically, going forward, Ontario Tech needs to continue to grow its reputation as a unique and innovative post-secondary institution with a commitment to excellence in all that we do (i.e., teaching, research, service, and community outreach). To achieve this, and to continue to generate funds to support overall university operations, we must grow our overall student enrolment through a mix of recruitment initiatives, as well as the addition and modification of existing academic programs.

The purpose of this memo is to update the Board on our ongoing domestic and international recruitment strategies and initiatives.

DOMESTIC RECRUITMENT

Ontario Tech's domestic recruitment strategy focuses on connecting members of our recruitment team with established high affinity schools while also developing new relationship with schools and in areas where our footprint is still developing. During the current recruitment cycle, recruiters have visited over 550 high schools in Ontario, and have conducted over 500 virtual discussions with students and parents. These activities aim to build relationships with students as well as push them to the second phase of our recruitment life cycle which is to get students to attend an on campus event. These efforts have also generated over 100,000 prospective student leads, each of which is subsequently assigned to an individual recruiter for personal follow up.

During the current academic year, on campus event attendance has increased with over 2,500 students and parents attending the Fall Open House and the completion of 607 group tours. These represent year-over-year increases of 25% and 28%, respectively, in comparison to the same events in 2022-2023. Our student-staffed conversion call centre is now up and operational, and all applicants will receive a call from a student in their program of intended study, with conversations aimed at getting students to campus for our experience days in March.

Data from the Ontario Universities Application Centre (OUAC) shows that at the recent January secondary school application deadline, Ontario Tech experienced another strong year with a 7.6% in applications over last year's numbers, the third highest increase since last year behind Western and Queen's. Since 2021 we have experienced the largest growth in overall applications amongst Ontario universities with a 73% cumulative increase in secondary school applications.

INTERNATIONAL RECRUITMENT

On the international recruitment front, we continue to be strategically focused on the development of six priority markets – China, South Asia, South East Asia, the Middle East, West Africa and Latin America/Caribbean. Ontario Tech has offshore recruiters working in all of these regions and continues to deploy complementary market development strategies such as media and government relations, partnership development, and direct student recruitment.

Strategically we continue to look at market diversification so as not to be too reliant on any one source country. This is important as geopolitical tensions (e.g., between Canada and India) and government policies (e.g., recent imposition of caps on student visas) continue to create challenges for Canada's reputation as a desired study destination. In an effort to mitigate these challenges, recruiters will be increasingly in-market to build trust and control potential fallout. In addition, this year we have partnered with a company called Border Pass which allows international students to access the services of an immigration lawyer for the purposes of obtaining a study permit. This new measure should help the university cement more enrolments despite the pending immigration caps on international students.

DIGITAL RECRUITMENT

Digital recruitment methods, which impact both domestic and international student recruitment, are a critical part of our overall student recruitment strategy. These methods provide a valuable conduit to current students who are tech savvy. They also traverse geographical barriers, allowing us to expand our reach to new markets of students across the province, country, and around the world.

We have expanded our digital initiatives greatly this year with digital lead generation up by 900% over 2023. Our social media reach has also expanded with ad impressions up by over 3 million

impressions, and a 1.23% click through rate which has contributed to the over 100,000 student leads in our customer relationship management database. Email open rates remain high, and our recruiters are conducting over 1,000 individual online chats per month with students during peak times.

NEXT STEPS:
Student recruitment initiatives are the first step in our efforts to ensure sustainable year-over-year enrolment levels for the University, yet gaining market share is becoming increasingly competitive within Canada and beyond. We will continue to intentionally invest effort into a broad array of recruitment initiatives and opportunities to ensure that we can attract and retain students into the future.

COMMITTEE REPORT

SESSION:

Public	☒
Non-Public	☐

ACTION REQUESTED:

Decision	☐
Discussion/Direction	☒
Information	☐

TO: **Strategy and Planning Committee**

DATE: **February 8, 2024**

PRESENTED BY: **Les Jacobs, Vice-President, Research and Innovation**

SUBJECT: **Research and Innovation Positioning for Differentiated Growth**

Background/Context:
The research and innovation enterprise at Ontario Tech is differentiated from much of the Canadian university ecosystem in four major ways:
- The embrace of the "pull approach" to research activity
- The foundational role industry and community partners play in the research enterprise
- The targeted as opposed to comprehensive reach of the research and innovation activities
- The seamless integration of entrepreneurship and commercialization into the research enterprise

Key Elements of the Vision
As Ontario Tech continues to make huge strides and reach new commanding heights with its research and innovation enterprise, there are a series of key elements in the university's vision for the future:
- Internationalization
- Commercialization and Entrepreneurship
- Equity, Diversity, and Inclusion
- Expanded experiential learning research opportunities for our students
- Sustainability and Climate Change Resiliency
- Expand Existing Research Strengths into Adjacent Fields
- Recruit, Retain, and Recognize Research Excellence
- Research Infrastructure and a Living Lab Campus

Differentiated Growth as a Catalyst for this Vision
- Research reputation and rankings are core drivers for student recruitment and retention
- A growing graduate student body expands the research capacity at Ontario Tech

- Research opportunities are an integral component of the commitment to grow experiential learning opportunities for undergraduate students
- 80%+ of all research funding flows to undergraduate and graduate students
- New academic programming that aligns to their needs are important to industry partners
- Differentiated growth support an expanding faculty complement engaged with research and innovation
- New delivery modes reflect what we hear is important from community and industry partners
- Strategic priority research areas are in alignment with the targeted academic areas for growth

COMMITTEE REPORT

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

TO: **Strategy & Planning Committee**

DATE: **February 8, 2024**

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

SUBJECT: **Student Success and Retention Initiatives**

COMMITTEE/BOARD 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 supporting undergraduate student success. The purpose of this briefing note is to prompt discussion on what additional strategies we may consider and/or pursue going forward.

BACKGROUND/CONTEXT & RATIONALE:
The purpose of this briefing note is to provide the Committee with a brief overview of the multiple units and the supports and services they provide in our efforts to promote student success and therefore retention at Ontario Tech.

Importantly, once we admit a student into an academic program, we have an ethical obligation to support them along the course of their academic journey. We must constantly remind ourselves of this obligation and routinely challenge ourselves to adapt as needed to find new ways to help them succeed. For example, the barriers to success (e.g., cost, mental health needs) are far greater today than they were in the past. Moreover, some of the unique demographics of Ontario Tech's student population (e.g., high proportion of first generation students, commuters) have to be taken into account when defining our strategies.

There are multiple units on campus which contribute to the sense of community and provide supports for our students. These are situated in various offices across campus including the Office of the Registrar (e.g., Student Awards and Financial Aid, International Office, English Language Centre), Office of the Deputy Provost (e.g., Student Accessibility Services, Student Learning Centre, Test Centre, Student Mental Health Services, Career Services, Academic Advising, Teaching and Learning Centre, etc.), School of Graduate and Post-doctoral Studies, and the Office of Diversity, Inclusion and Belonging.

The purpose of this briefing note is to provide you with a data-driven overview of some of our current initiatives and activituies, to identify our current strategies in this area, and to prompt further discussion on what additional strategies we may want to consider and/or pursue going forward.

STUDENT FINANCIAL AID[1]

In 2022-2023, the Student Awards and Financial Aid Office processed and issued 1,633 Awards and Scholarships totaling $2,535,000 to our students as follows:

- $187,000 (n=20) in Admissions Scholarships
- $1,142,000 (n=703) First Year Entrance Scholarships
- $999,000 (n=848) In-Course Scholarships
- $206,500 (n=62) Athletic Scholarships

Ontario Tech students (N=7,427) also readily access OSAP funding at both the undergraduate (n=7,246) and graduate (n=181) levels. In total, $56,455,838 in funding was issued in the form of loans (i.e., $21,826,451 or 39%) or grants (i.e., $34,629,387 or 61%).

MENTAL HEALTH SUPPORTS

Ontario Tech's Student Mental Health Services team offers a robust set of mental health supports which is supported by a Stepped Care model. This model was introduced to reduce wait times for service, and to increase the likelihood that students receive a service that matches their needs.

In brief, the Stepped Care model uses a triage approach. It recognizes that not all students who request mental health services require counselling support. This model offers a range of supports, including self-help, peer support, and group workshops, as well as short-term counselling and therapy services and referrals to mental health practitioners in the community.

STUDENT-CENTRIC ACADEMIC ADVISING

In March, 2021 the university implemented a new approach to undergraduate student advising, moving from services that were managed on a Faculty-by-Faculty basis to a centrally-led overseen by a Director of Advising and three dedicated Managers of Advising. This has created a student-centric approach to academic advising, as well as a more consistent and accessible service model. In December, 2023 Dr. Dan Crouse, Director of Academic Advising reported the following:

- In response to a term ending student satisfaction survey (n~2,000 respondents), 96.5% indicated that they would recommend our academic advising services to a classmate or friend.

- Academic Advising continues to offer advising in a variety of in-person and virtual formats. Of the students surveyed, 42% indicated a preference for in-person meetings with their Advisors. This preference has been on the increase since the end of the pandemic and represents a considerable change from last year when about 73% of students indicated a preference for email contact with their Advisors.

- Over the last year, Academic Advising has continued to proactively roll out new initiatives

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[1] These numbers are for the 2022-2023 academic year. This summary does not include the financial supports provided to graduate students via guaranteed funding packages, supervisor and Dean top-up funding, external scholarship programs, or internal scholarship programs.

and programs. In 2023, they launched an Academic Advising podcast and invited several student support specialists from across campus to participate.

- An application to the Telus Innovation Fund was recently secured for the purposes of purchasing an early alert system to identify at risk students. The goal is to purchase and have the system in place for piloting in 2024.

COMMITTEE-BASED STUDENT RETENTION INITIATIVES

In the Spring of 2021, the Office of the Provost reconstituted the Student Success Committee and created a new cross campus Student Orientation Planning Committee. These Committees are focused on a number of "sticky campus" initiatives (e.g., dedicated Orientation programming for new incoming undergraduate students, monitoring student performance throughout the student life cycle).

Emerging from the pandemic in September, 2023, our new to Ontario Tech Orientation sessions in early September were expanded to include more in-person events at both our north and downtown locations. Importantly, the planning and execution of these events has expanded to include participation from multiple units (i.e., Academic Advising, Student Life, OTSU, etc.) and with support from peer-students, staff and faculty members, and the Deans.

Data from the Orientation events reveal that over 1,400 orientation kits were handed out and it is estimated that approximately 1,800 were present for the opening welcome events in the CRWC. These numbers represent a considerable increase over in-person attendance compared to prior years, and especially in comparison to attendance rates for Orientation events during the pandemic.

PROGRAMMING FOR AT RISK STUDENTS

Enrolment into the Learner Engagement Academic Program (LEAP) is offered to students who, at the end of an academic term, are destined for suspension from their degree program due to poor academic performance (i.e., GPA less than 2.0). Students who enroll sign a learning contract which stipulates that they may proceed with a reduced workload in their current academic program while concurrently attending all of the LEAP program's weekly information and coaching sessions. They must also complete all required assignments. Failure to adhere to these conditions results in removal from the LEAP program and the re-imposition of their probation or suspension status.

The program is supported by the Registrar's Office and the Teaching and Learning Centre (TLC). Weekly in-class sessions focus on topics such as effective learning habits, goal setting, personal accountability, short-term planning strategies, time management, and other core skills to support individual success.

Since the program began in the Fall, 2020 term, a total of 535 undergraduate students from all six cognate Faculties have enrolled in the program. As of December, 2023 the following outcomes have been observed:

- In terms of academic standing, 64.3% of all students enrolled in LEAP to date are either in clear standing (n=212) or on probation (n=132). In clear standing includes those who have graduated (n=16).

- 77.6% of all students enrolled in LEAP to date are still actively pursuing a credential (n=399) or have graduated (n=16) from the university.

- Of the 535 students who have enrolled in the program over time, 61 have been dismissed outright from the university. This represents an attrition rate of about 11% which is just slightly higher than the 10% benchmark typical of natural attrition from most academic programs.

IN SUMMARY

To understand the effectiveness of our efforts, a commitment to routine program evaluation is a must. We must also commit to continuous improvement in all that we do including challenging ourselves to think about what other existing resources might be leveraged or adapted to support our students.

NEXT STEPS:

From a strategic perspective, our efforts to support student success, must be:

1. Multi-pronged in nature and responsive to the needs of the Ontario Tech student population.

2. Guided by a commitment to excellence and continuous improvement year-over-year, including effective integration of common activities across the multiple units contributing to such initiatives.

3. Committed to a student-centric approach to and the use of data to drive our decision making. Most importantly, this includes gathering input and direction from our students.

However, in addition:

1. Are there other key overarching strategies that we should be considering pursuing in our efforts to support student success?

COMMITTEE REPORT

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

TO:　　　　　**Strategy and Planning Committee**

DATE:　　　　**February 8, 2024**

PRESENTED BY:　**Les Jacobs, Vice-President, Research and Innovation**
　　　　　　　　　Sarah Trush, AVP Planning and Strategic Analysis

SUBJECT:　　　**Institutional Metrics – Strategic Research Plan Metrics**

Background/Context:
At its June 2022 meeting, the Board approved the proposed set of institutional metrics that would provide a basis for the University to track its progress towards its strategic goals as outlined in the Integrated Academic and Research Plan. At the same meeting, a commitment was made to engage in a process to develop and recommend meaningful targets to achieve for each metric that would culminate into an Institutional Metrics Annual Report dashboard. The Institutional Metrics Annual Report is part of evolving the integrated planning framework by systematizing the accountability of our progress towards our plans. Academic metrics were presented to the Board in June 2023 with a commitment to present research metrics in 2023-2024.

Discussion:
As part of this accountability, the Vice-President Research and Innovation in collaboration with the AVP Planning and Strategic Analysis, has developed metrics to illustrate progress towards the achievement of goals outlined in the Strategic Research Plan 2020-2025 as well as future Strategic Research Plans. These metrics will become a component of the Institutional Metrics Annual Report.

The attached document provides the proposed metrics for measuring the progress of the research and innovation enterprise at Ontario Tech University. These metrics reflect broadly the importance of research talent (graduate students, postdoctoral fellowships, faculty members, research chairs); research funding; entrepreneurship and commercialization; industry and community partners; and research capacity and facilities.

Next Steps:
After consultation with the Strategy and Planning Committee, the Vice-President Research and Innovation will consult with the Research Committee and Academic Council.

SUPPORTING REFERENCE MATERIALS:
Draft Research Metrics Summary (Excel)

Metric Area	Definitions	Source	Qualitative Reporting Element	Notes
Graduate Student Enrolment (Actual and Proportion)	Number and proportion of official Graduate student enrolment as reported by Ontario Tech University to the Ministry of Colleges and Universities (includes PhD, Research-based Masters, Course-based Masters, and Graduate Diploma).	Official Fall University Statistical and Enrolment Report (USER) - OIRA		
Postdoctoral Fellowships	Number of active Postdoctoral Fellowships per year.	Postdoctoral Fellowships: Official Employee Counts as of October 1 of each year - OIRA		
Graduate and Undergraduate Research Funding/Financial Support	Number and amount of External Scholarship, Internal Scholarship, TA/RAships, and other sources of funding, for Research-based Masters and PhD students annually.

Number and Amount of Undergraduate Research Awards provided annually | * Working with SGPS to determine data available.

Annual USRF and USRA award data - Research Office | Highlight any major student awards from the reporting year | Fiscal Year or Ministry Reporting Year? |
Entrepreneurship and Commercialization	Number of Ative Start-Ups. Number of sudents, alumni, faculty and other individuals particpating in non-academic entrepreneurship progams. Number of active Patents.	Brilliant Catalyst and Office of Research Services.		
External Research partnerships and sponsorships	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.	Total number of active research agreement with external partners, by sector (i.e. not-for-profit, industry, public sector, etc.), per fiscal year - VPRI		
Local Partnerships and Opporitunities	Number of external partnerships within the Durham Region and Northumberland County supporting research per fiscal year.	Partnership Data - Research Office & Experiential Learning Database (Undergraduate data) - OIRA	Highlight few partnerships and/or relationships of impact	
Research Intensity & Ranking	Amount of Research Funding per faculty member

Year over year ranking in Research Rankings (Research InfoSource, McLeans). | Official Research Funding Received (Finance) & Official Employee Counts as of October 1 of each year (OIRA)

Research Infosource Annual Report, McLeans University Rankings, etc. | Highlight significant changes. | |
Ontario Tech Research - Major Awards Received	Total Number of grant applications submitted per Fiscal year, and number and amount of awards received Fiscal year.	Research Award application and award data (Research Office)	Highlight high profile/value awards received in the reporting year.	
Research Space	Total Research Space (COU inventory) year over year, in sqaure meters.	Research Space Inventory as Measured by COU Space Standards (OIRA)	Highlighting core Research Facilities, and potentially key instrumentation/equipment, including any significant investment during reporting year	
Research Entities and Chairs	Number of active research entities, including institutes, centres, units) and external/internal Research Chairs.	Count of Research Chairs, Institutes, Units, and Centres, by fiscal year, as provided by Office of Research Services. Includes internal, CRC, and industry chairs.		
EDI commitment and initatives			Highlight key initatives and work-done in the reporting year, to illustrate on-going commitment and forward-movement	Engage Office of Equity, Diversity and Belonging

COMMITTEE REPORT

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

TO: **Strategy & Planning Committee**

DATE: **February 8, 2024**

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

SUBJECT: **Capital Project Tracking**

COMMITTEE MANDATE:

The Strategy and 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.

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 at each meeting. Projects will be separated into two groups: major capital projects (>$4 million) which will have their own separate tracker as well as a summary of routine capital renewal and renovation projects (> 100 thousand but <$4 million). Further, in response to October 2022 meeting of S&P management will "call out" items that are more in the briefing notes for information.

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. There are a number of facility related papers such as Reimagine Physical Space and Capital Reserves (Nov 2021 A&F item 7.1) for deferred maintenance that will drive the facilities actions. For information technology the Re-imagine IT paper (March 2022 S&P item 7.1) is set to drive future actions.

The university is currently working on a new Capital Policy, which should be ready for the June 20, 2024 meeting of S&P. It will outline the approach to planning is to invest in a comprehensive long term Campus Master Plan and to systematically establish a medium term Asset Management Plan that sets 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 University shall permit or undertake projects in consideration of, among other things, the University Integrated Academic Research Plan and Campus Master Plan and the source or availability for funds.

Looking at the current year (2023 – 2024) 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)

Additionally, as noted in the Fiscal Blue Print 2024 – 2027 we are reviewing our IT Enterprise Management System as we will need to move away form the current platform. Depending on the consultant's report this could include significant undertakings in our IT enterprise environment. If Ontario Tech and Durham College move ahead with these initiatives, we estimate the total additional cost for the university to be $10 million over four years.

- Currently, Ontario Tech and Durham College share the same enterprise (i.e., Banner) system. Each institution's data are maintained separately using Shared Technology Platforms (STPs). The STPs have proven effective in facilitating synchronized progress of enterprise systems while preserving a measure of operational autonomy. Although STPs are effectively used by some universities in the United States, we have found that our university's distinct computing needs are testing its limits. As a result, we must consider moving to separate enterprise systems. This is a significant endeavor as it would involve more than just separating into two systems such as:

  o Purchasing and implementing other peripheral systems that are currently shared.
  o Re-architecting how we deal with people on the same campus using many shared IT services, but in separate Banner systems.
  o The redesign of how jointly offered academic programs are captured in Banner.

- Currently, Banner operates on-premises, but we are exploring the benefits and implications of moving to the cloud. Several cloud models are being considered, including Platform as a Service (PaaS) and Software as a Service (SaaS). Both PaaS and SaaS offer their own advantages, disadvantages and costs. A move to the cloud could provide more agility in the enterprise space for Ontario Tech, but it is nonetheless important to select the right model and timing for the transition. SaaS, for example, is an effective cloud model, but not all our required enterprise system functionalities are available at this time. A move to the cloud involves not only the system's migration but also potential changes in the interaction with peripheral systems, data migration, security adjustments, and user and technical staff retraining, etc.

2) Routine Capital Projects (>50K and <$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 $4.8M about 90% of this is comprised of

a) $2.4M from the facilities renewal grant from the Ministry of Colleges & Universities, which specifies that these funds be directed toward reduction of deferred maintenance in core academic facilities; and

b) $1.8M from the Campus Recreation and Wellness Center Reserve for the repair of the Ice Center.

We are forecasting to be over the set budget by $500K which is mainly offset by incoming grants.

Turning to IT the capital budget was just over $1.7M and at Q3 we were tracking to be on budget. We are looking to see if we can pull forward some purchases before March 31, 2024 in order to minimize any supply chain delays. The majority of these funds are to maintain our normal laptop refresh ($350K) or keep the lights on with network switch, data center and wi-fi port upgrades ($830K). The strategic items include:

- $200K for improvements to our information system to enhance self-service
- $100K for enhance audiovisual in classrooms and creation of more hyflex meeting rooms
- $150K for a cloud migration review to help us understand if we want to move this way and what steps are required.

Appendix 1 – Facilities Tracker

2023-2024 Capital Project Budget Summary					
Description	Project budget	Total Project Costs (YTD)	Forecasted Spend	Project Status	Target Quarter
23001-OCIS-SIRC-Concrete Ramp/Staircase Repair	$30,000.00	$256,816.05	$287,949.47 ☑	In Progress	Q4
23009-OCIS-Various-Pump Replacements	$250,000.00	$21,599.45	$233,777.07 ☐	In Progress	Q4
23010-OCIS-UA-Upgrade TEC to DXR Controllers	$250,000.00	$87,807.36	$253,338.95 ☐	In Progress	Q4
23012-OCIS-UB-Boiler Replacement	$350,000.00	$3,340.00	$3,340.00 ☑	Delayed	Q4
23013-OCIS-Various-Stair Nosing	$150,000.00	$138,482.30	$138,482.30 ☐	Complete	Q3
23014-OCIS-Various-Lighting Upgrades	$150,000.00	$232,568.20	$435,780.27 ☐	In Progress	Q4
23015-OCIS-UA-Flooring Upgrade, Lab Flooring	$100,000.00	$72,206.79	$72,206.79 ☐	Complete	Q2
23016-OCIS-UA-Failed Window Replacement	$500,000.00	$0.00	$0.00 ☐	Cancelled/Deferred	Q4
23017-OCIS-Shared-Upgrade Emergency Generator	$150,000.00	$0.00	$0.00 ☐	Cancelled/Deferred	Q4
23020-C&M-FAC-Various-Campus Wayfinding Initiative	$355,000.00	$153.60	$153.60 ☑	Complete	Q3
23022-OCIS-CAP-CHA-154 Bruce Demolition	$60,000.00	$170,337.60	$170,337.60 ☐	In Progress	Q3
23031-ATH-FAC-CIC-CIC Pad Replacement	$1,750,000.00	$1,500,000.00	$1,500,000.00 ☑	Complete	Q2
Shared asks with Durham College:	$410,000.00	$410,000.00	$410,000.00 ☐	In Progress	Q4
Budget Submission	**$4,850,370.00**	**$2,949,700.69**	**$3,600,088.39**		
FRP projects added after Ministry Budget confirmation:					
22046-UA UB ERC - Central UPS Installation - final phase of installation		$151,858.56	$165,572.36 ☐	Complete	Q3
22095 - Additional Exterior Lighting - SHA, DTB		$86,360.05	$86,360.05 ☐	Complete	Q3
23003-OCIS-Various-Replace Obsolete Cantrol Controllers		$80,649.00	$80,649.00 ☐	Complete	Q3
23033 - 2040 Roadmap		$0.00	$180,045.52 ☐	In Progress	Q4
Additional Capital projects required in year:					
23025-LIB-CAP-LIB-Book Shelving Removal & Study Furniture		$40,939.71	$40,939.71 ☐	Complete	Q2
23042-OCIS-CAP-Convert offices to doubles UB 4012, 4016		$20,146.66	$20,146.66 ☐	Complete	Q2
23067-CAP-DTB-Logan Lab		$6,997.87	$125,000.00 ☐	In Progress	Q4
Misc.		$397,955.57	$497,635.66 ⊟	In Progress	Q4
WFF		$135,510.97	$135,510.97 ☐	Complete	Q2
Sustainability		$72,120.49	$72,120.49 ☑	In Progress	Q4
	$0.00	$1,256,440.26	$1,794,943.03		
	$4,850,370.00	**$4,206,140.95**	**$5,395,031.42**		

Appendix 2 – IT Tracker

Project	Budget	Current Project	YTD Actuals	Forecasted spend	Project Status
Ellucian Revitalization	82,673	85%	98,899	100,157	In progress
Cognos Consulting Services	12,430	90%	931	9,500	In progress
Banner Cloud Assessment	46,535	85%	0	30,000	In progress
Ellucian ADAP	22,973	0%	506	506	Not this fiscal
Ellucian Intelligent Learning Platform	7,500	90%	46,315	46,315	In progress
Contract Manager - Banner	70,000	83%	71,069	71,069	In progress
Network Edge Switch Lifecycle Refresh	200,000	35%	192,953	192,953	In progress
UPS Battery replacement	6,000	0%	0	6,000	In progress
Wi-Fi Life Cycle Refresh	200,000	35%	173,248	200,000	In progress
Telephony Core and Voicemail Replacement Pilot – Phase 2	25,000	85%	0	25,000	In progress
PM for ICT	67,000	83%	39,958	55,284	In progress
Data Centre – Servers Life Cycle Refresh	120,000	50%	107,656	120,000	In progress
Data Centre – Storage Life Cycle Refresh and Capacity Increase	49,000	90%	49,218	49,218	In progress
Data Centre – Backup Capacity and Cell Manager Replication Licenses	16,000	80%	16,053	16,053	In progress
Expandable Cloud Infrastructure	8,000	85%	7,368	8,000	In progress
Cloud Migration – AD Azure Roadmap	50,000	35%	99,266	99,266	In progress
Cherwell upgrade	5,000	83%	1,865	5,000	In progress
Cherwell reporting and dashboarding	8,000	83%	6,453	8,000	In progress
PM for ITSM, USS and ICT	50,000	83%	39,000	52,148	In progress
PC Faculty/Staff refresh (OnTech)	374,200	90%	410,181	410,181	In progress
Media backup equipment (OnTech)	0	90%	156,000	156,000	In progress
Podium replacement - Phase 1 (TELE)	200,000	90%	153,241	153,241	In progress
Mediasite replacement (TELE)	0	100%	9,397	9,397	In progress
Lab/Equipment refresh (TELE)	113,100	10%	23,000	73,000	In progress
TOTAL	1,733,411	16	1,702,577		