

REFRESHING THE 2012 – 2016 STRATEGIC PLAN for the future

In the last decade the province experienced unprecedented growth in enrolment in postsecondary institutions. Now, Ontario's demography has changed. For UOIT to continue its successful trajectory, our strategic actions must adapt, not by changing course, but by refining and clarifying our already successful approach. UOIT's existing strategic actions have resulted in numerous successes; streamlining these key strategies will permit us to continue to solidify UOIT's claim as a learning environment of choice in Ontario.

UOIT's 2012-16 strategic plan contained the working elements that will continue to propel us forward. With minor updating, the same strategies will continue to provide a focus for our efforts and generate further success. Presented below are the refreshed and updated versions of our three strategic directions. For each strategic direction, we provide detail as to its role UOIT's continuing success and outline key examples of focused action supporting the strategic direction.

Strategic Direction 1: Prepare our graduates for the evolving workplace

Why this matters:

- Successful individuals have skills that allow them to adapt to the changing work place. We develop these skills in our students by framing the way they understand the world through deep knowledge and technological literacy.

To do this we will:

- Design learning environments with flexible offerings
- Increase access to scholarship and research activity through experiential learning, continuing education & pathways
- Foster a culture of belonging for students, faculty, and staff

Build capacity through research and community engagement

Why this matters:

- UOIT contributes economically and socially to the local community. In collaboration with our partners we work on real-world solutions that have applications in the global community.

To do this we will:

- Make an impact in Durham, Northumberland and Eastern GTA
- Enhance the quality and quantity of our scholarly and research activity in priority areas
- Build lasting research and community partnerships

Be distinguished as a destination for work and study

Why this matters:

- People make our campus. We commit to developing leadership in all of our community members because success happens when *all people* have an opportunity to contribute.

To do this we will:

- Create faculty, staff, and student leaders
- Employ sustainable resource allocation
- Make university processes simple and efficient

Metrics from the Strategic Plan

	Measure
Students	
Enrolment	UG student count GR student count Total student count
Experiential learning	% of UG Students participating
Student Success	
Retention	CSRDE method (%)
Graduation Rate	Ministry KPI
Andragogy	# hybrid and online courses (MYAA/SMA)
Space	NASM per FTE class room NASM per FTE - Teaching/Research/Academic support
Peer Mentorship	Number of mentees Number of mentors
Local Recruitment	# applicants form Durham and Northumberland
Research	
Community engagement	# speakers
Research support	# facilitated vs total number submitted
Scholarship research and creativity	Total research grants and contracts # grants value per faculty member
	Publications H index
Student Research	Number of research opportunities
Alumni Connections	Number of mentorships
International Collaborations	Number of inbound/outbound students
Local Collaborations	Number of CRDs
Student Financial supports	Endowments per FTE
Workplace	
Lifelong learning	Number of certificate/diploma programs Number of participants at PD sessions
Wellness initiatives	Number of people who has completed mindsight
Faculty/staff recruiting	% positions filled
Faculty/Staff retention	proportion of Faculty permanence proportion of 3 year staff retention
Sustainability	TCU Financial metrics
Student life programming	Number of students seen
Alumni Engagement	Number of alumni emailed

“other” Metrics from UOIT BOG Report

Programs offered

Accredited Programs

Student enrolment

FTEs

% Graduate of Student Body

Research Capacity

Research Chairs

number of research chairs

Financial Needs

% Enrolment seeking funding

% Enrolment receiving funding

Student Employment

2 year rate

Institutional Collaborations

Formal Pathway programs

Demographics

% Female

% International

% First Generation

% Indigenous

% Part time

% from Durham or Northumberland

Student Faculty Ratio