ACADEMIC COUNCIL REPORT

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

TO: **Academic Council**

DATE: **March 28, 2023**

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

SUBJECT: **Consultation: Integrated Academic Research Plan 2023-2028***

BACKGROUND/CONTEXT & RATIONALE:

As part of the consultative process, Academic Council is invited to provide input on the 2023-2028 Integrated Academic Research Plan (IARP).

Prior to the present at Academic Council today, the Provost's Office hosted two town halls of which Academic Council was advised on February 28, 2023. Academic Council was also apprised of work on the IARP at the end of 2022 following a successful retreat to inform the Plan.

SUPPORTING REFERENCE MATERIALS:
- IARP 2023-2028 Consultation Deck

2023-2028 Integrated Academic-Research Plan (IARP)

Community Consultations

March 10, 2023

March 16, 2023

OntarioTech UNIVERSITY

Current IARP can be found at the following link:

https://ontariotechu.ca/faculty_staff/academic-resources/office-of-the-provost/integrated-academic-research-plan.php

Community Consultation Preamble

- **Third** iteration of IARP

- Our **Mission, Vision** and **Values** inform our priorities and how we go about achieving them

- **Continued commitment** to our four core **strategic priorities**

- **Unit-level planning** drives this overall plan

- **Moving** to a five-year planning period **(2023-2028)** supported by annual evaluation of performance metrics

- Proposed **action items align** with our **four core strategic priorities**

- **Sustainability,** supported by institutional growth and differentiation, lies at the heart of this plan

Vision: Embracing technology with a conscience to advance knowledge and promote sustainability

Mission: We equip future leaders to solve complex problems. We respond to the needs of students, and the evolving world, by providing superior undergraduate, graduate and lifelong learning experiences To this end, 'what we do' to achieve our mission and to 'tell our story' is guided by a community-focused approach on our strategic priorities.

Four Strategic Priorities:

Tech with a Conscience   **Learning Re-imagined**   **Creating a Sticky Campus**   **Partnerships**

Values: Ontario Tech is a place where every person belongs and is free to grow their skillsets and mindsets. We cultivate lasting relationships through: **Integrity, Inclusion, Intellectual Resilience, and Innovation**

Integrating Plans and Processes
IARP Priorities Drive Enabling and Resource Plans

Integrated Academic-Research Plan 2023-2028

Vision, Mission, Values, Priorities, Commitments

Strategic Pillars
Strategic Mandate Agreement

Enabling Plans

Enrolment Plan

Institutional Budget

Master Plan

Resourcing Plans

Budget Plan

Complement Plan

Capital Plan (Includes IT)

The Process: September-December

- Academic and Administrative units draft unit level plans

- OIRA staff compile the unit plans, evaluate for common themes

- Full day retreat of senior leaders to distill those themes further, identify key strategies

Draft Strategies

- The following slides contain proposed actionable strategies to move forward within each of our priorities

- Strategies have evolved from previous IARP and unit level plans, planning retreats and consultations to date

Looking for feedback on strategies from community consultations.

Tech with a conscience:

- **Created and expanded "clusters of excellence" (i.e., including faculty, staff, students, alumni, community partners, industry and global scholars) to add to and build on existing areas of research strength, while continuing to support the establishment of research chairs and research institutes/centres**

- **Fostered societal awareness amongst our students by providing in-program opportunities to study the real-world impacts and ethics of their field**

Tech with a conscience (cont'd):

- **Expanded student, staff, and faculty usage of digital/virtual platforms governed by robust policies and processes that are guided by key principles pertaining to diversity, inclusion and belonging**

- **Reached beyond our campus walls to establish new advisory boards and/or industry consortia to guide complex interdisciplinary conversations and community-based research and experiential learning initiatives pertaining to technology and its promise for the future, as well as its challenges**

Learning re-imagined:

- **Developed and launched at least one (1) fully online degree program per academic faculty to access and meet the needs and expectations of newly emerging student markets**

- **Supported differentiated learning styles by ensuring a mixture of in-person, online, hybrid and asynchronous course options, while simultaneously committing to enhancing learner engagement**

- **Achieved at least a quarter of all undergraduate students participating in work integrated learning opportunities, including co-operative education, internships, and practicums**

Learning re-imagined (cont'd):

- **Strengthened student learning experiences by maintaining a judicious student to faculty ratio, and by prioritizing course instruction by full-time faculty members**

- **Developed and offered a greater number of newly emerging "for credit" offerings (e.g., micro-credentials, stackable credentials)**

- **Designed and incorporated flexible approaches to the scheduling, structuring and formatting of on-campus and virtual program offerings**

- **Provided enhanced upskilling, reskilling, and training opportunities and supports for instructors**

Learning re-imagined (cont'd):

- **Developed and implemented new methods of assessment that clearly align with defined learning outcomes and desired learner competencies while at the same time offering some resilience against emerging technologies and the challenges they create with regard to academic integrity**

- **Provided students with flexible learning by offering an open (or build your own) degree program**

- **Increased usage of existing (i.e., simulation, gaming, AR/VR/XR) and evolving technological platforms and assets to support student learning, engagement, and success**

Learning re-imagined (cont'd):

- **Increased the development, creation, production, adaptation, adoption and usage of OERs in each of our Faculties**

- **Increased enrolment in a suite of increasingly diversified Continuous Learning offerings**

Creating a sticky campus:

- Achieved a baseline response rate of at least 30% for the self-identification survey to allow us to report on our student, staff, and faculty demographics

- Progressed towards a student population mix more reflective of the system medians related to the proportion of graduate students, and of international students

- Strengthened undergraduate retention rates between Year 1 and Year 2, and Year 2 to Year 3 of their studies

- Achieved our annual intake targets for undergraduate, Masters, and PhD enrolments

Creating a sticky campus (cont'd):

- **Supported student persistence and success evidence through higher participation rates in transition programing (e.g., orientation events, student supports, etc.)**

- **Continued to establish a strong and experienced campus community through high annual employee retention**

- **Continued our commitment to practical and interactive learning by maintaining the COU recommended standard of instructional space to overall student FTEs**

- **Hired a new Assistant Vice-President (Diversity, Inclusion and Belonging) to inform forward thinking university initiatives for students, staff, and faculty**

Creating a sticky campus (cont'd):

- **Constructed new or reconstructed existing capital spaces to support faculty, staff, student, and community educational, research, and service needs**

- **Reimagined existing physical spaces (i.e., indoor and outdoor) in combination with virtual platforms to create dedicated meeting, recreational, and social spaces and social hubs**

- **Invited and engaged with students on an ongoing basis to deliberately gather up-to-date and informed perspectives on their experiences, desires and career aspirations**

Creating a sticky campus (cont'd):

- **Supported student recruitment, persistence and success through continued investments in the Registrar's Office, Academic Advising, the use of AI driven analytics (e.g., early alert systems), and dedicated student support programming (e.g., UPREP, LEAP)**

- **Supported the mental and physical health needs of our students, staff, and faculty via the provision of enhanced health and well-being programmatic supports**

- **Acted on the Truth and Reconciliation Commission's Calls to Action in support of Indigenous students and the local Indigenous communities**

Creating a sticky campus (cont'd):

- **Welcomed greater participation from members of our local communities and region via age- and interest-specific programming (e.g., Junior Ridgebacks, Age-Friendly University initiatives) and community-specific needs**

- **Introduced and implemented new orientation, mentorship, and leadership programs for our faculty, staff, and students**

- **Expanded our commitment to sustainability through ongoing and new energy and waste reduction initiatives**

Partnerships:

- **Enhanced alumni engagement through a variety of activities, opportunities and partnerships**

- **Scaled up Ontario Tech TALENT Inc. in conjunction with corporate partners and developed a business model to help our students and all of our employees upskill or reskill to ensure or enhance job-readiness**

- **Leveraged our career-oriented programs to establish a growing number of partnerships with small- and medium-sized local businesses and industries to support experiential and work integrated learning opportunities**

Partnerships (cont'd):

- **Established and nurtured respectful, collaborative connections with local and regional Indigenous communities**

- **Increased the number of students enrolled in collaborative programs offered between Ontario Tech and other universities and colleges, including international exchange programs**

- **Established new international partnerships with universities renowned for their technologically-oriented research and academic programs**

Partnerships (cont'd):

- **Increased the number of university-industry research chairs and institutes**

- **Increased the number of Ontario Tech-lead pan-university partnership agreements with industry, new startup companies, employers, community partners, and collaborative international research teams**

- **Experienced an increase in research granting success from funding sources both within and from outside Canada**

- **Set up satellite research and partnerships offices**

Discussion Points For IARP 2023-2028 Community Consultations

- Thoughts on prioritization of strategies within the four priorities?

- Are key elements captured within each priorities?