UNIVERSITY OF ONTARIO INSTITUTE OF TECHNOLOGY

BOARD OF GOVERNORS
Strategy & Planning Committee
Public Session

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Wednesday, May 17, 2017
1:45 p.m. to 3:00 p.m.
Place: ERC 3023, UOIT North Campus
Toll-Free: 1-877-385-4099   Participant Passcode: 1028954#

Members: Valarie Wafer (Chair), Don Duval, Adele Imrie, Jay Lefton, John McKinley, Glenna Raymond, Ololade Sanusi, Bonnie Schmidt, Tim McTiernan, John Speers, Mary Steele, Shirley Van Nuland

Staff: Robert Bailey, Becky Dinwoodie, Craig Elliott**,** Doug Holdway, Brad MacIsaac, Susan McGovern

AGENDA

No.	Topic	Lead	Allocated Time	Suggested End Time
1	Call to Order	Chair	2	
2	Agenda (M)	Chair	2	
3	Conflict of Interest Declaration	Chair	1	
4	Chair's Remarks	Chair	5	
5	Approval of Minutes of the Meeting of March 22, 2017* (M)	Chair	5	2:00 p.m.
6	President's Remarks - SMA - COU/UC Strategic Initiatives	President	5	2:05 p.m.
7	Standard & Strategic Performance Indicators* (U)	R. Bailey	10	2:15 p.m.
8	Programs* (P)(U)	R. Bailey	10	2:25 p.m.
9	Board of Governors' Pathways Awards Program* (P)(U)	S. McGovern	10	2:35 p.m.
10	Alumni Engagement* (P)(U)	S. McGovern	10	2:45 p.m.
11	Strategic Research Plan* (P)(U)	D. Holdway	10	2:55 p.m.
12	Other Business	Chair	3	
13	Termination (M)	Chair	2	3:00 p.m.
	P – Presentation			
	M – Motion			
	U – Update			
	D – Discussion			
	* Documents attached			

Becky Dinwoodie, Secretary

UNIVERSITY OF ONTARIO INSTITUTE OF TECHNOLOGY

BOARD OF GOVERNORS
Strategy & Planning Committee

Minutes for the Public Meeting of Wednesday, March 22, 2017
1:50 p.m. to 3:30 p.m., ERC 3023

Attendees: Valarie Wafer (*via teleconference*), Don Duval (*via teleconference*), Miles Goacher (*non-voting guest*), Adele Imrie, Tim McTiernan, John McKinley, Glenna Raymond, Ololade Sanusi, Bonnie Schmidt (*via teleconference),* John Speers (*via teleconference),* Mary Steele, Shirley Van Nuland (*via teleconference*)

Staff: Robert Bailey, Becky Dinwoodie, Craig Elliott**,** Cheryl Foy, Brad MacIsaac, Susan McGovern

Guests: Mike Eklund

1.   Call to Order

The Chair called the meeting to order at 2:05 p.m.

2.   Agenda

The Agenda was approved, as presented.

3.   Conflict of Interest Declaration

There was none.

4.   Chair's Remarks

The Chair reported on the recent successful Board Retreat. The general feedback was that it was a helpful day for the Board and the format worked well. She commented that the Board should revisit that type of meeting more than every 5 years, as it is an excellent learning opportunity. The Chair thanked D. Saucier, C. Foy, A. Imrie, B. Dinwoodie and all those involved in planning and coordinating the retreat. She also thanked J. McKinley for chairing the last Committee meeting in her absence.

5.   Approval of Minutes of the Meeting of January 18, 2017

Upon a motion duly made by A. Imrie and seconded by M. Steele, the Minutes were approved, as presented.

6.   President's Remarks

COU Key Initiatives
The Funding Formula is a priority for the Ministry. The President advised that there would be no growth funding. Extensive work has been done to re-shape the funding buckets to make them simpler, easier to understand and provide a common base of funding.

Student mental health and related support is an emerging issue.

SMA
Bonnie Patterson, the Ministry's negotiator, has completed the first round of SMA meetings with Ontario's institutions. At her meeting with UOIT, there were candid discussions about the University's strengths, opportunities, challenges, and the gap between the STEM focus and funding base. Performance indicators will be an ongoing discussion.

UC
UC is focusing on experiential learning and support for Indigenous learning. They are also working on providing input on innovation policy at the federal level. The President confirmed that the Naylor report on Canadian research has been submitted but not yet released by the government.

7.   Annual Endowment Report & Endowment Disbursement

C. Elliott presented the annual endowment report. He clarified that the former Advancement Committee used to recommend this item and it now comes forward to the Strategy and Planning Committee. He provided the Committee with a summary of how the endowment investment has performed over the past 7 years.

C. Elliott provided a cumulative investment income summary and reviewed the gift agreement requirements. The University is required to disburse between 3-4% of the endowment. The Disbursement Committee recommended that $480,000 be disbursed from the endowment funds and distributed as student awards in 2017-18. The recommendation was also presented to and recommended by the Audit and Finance Committee on February 15.

The Committee asked for confirmation as to what percentage of that amount will actually be disbursed. C. Elliott advised that they anticipate that the entire amount will be disbursed.

Upon a motion duly made by T. McTiernan and seconded by J. McKinley, pursuant to the recommendations of the Disbursement Committee and the Audit and Finance Committee of the Board of Governors, the Strategy & Planning Committee recommended that the Board of Governors approve the disbursement of $480,000 from the Endowment Funds to be distributed as student awards in 2017-18.

8.   Strategic Mandate Agreement (SMA)

The Chair introduced R. Bailey to discuss the SMA. R. Bailey confirmed that the role of the Committee is to ensure that the SMA aligns with the university's Strategic Plan. The SMA was being presented to obtain the Committee's endorsement of the key principles in the draft. The content of the draft was guided by the feedback obtained through town halls and other consultation sessions.

R. Bailey provided an overview of the key concepts of the SMA, which were also set out in the report included in the meeting material:

Student Experience
- o   Deepen learning experience & enhance success
- o   Suggestion to capture the unique student relationships with their instructors & TAs here compared to other institutions – more similar to smaller institutions despite class size
- o   R. Bailey confirmed that the University is working on early warning systems to assist students who are experiencing difficulties in first year

Innovation in Teaching and Learning Excellence
- o   Focus on extending outcomes-based learning strategies to all programs
- o   Unique in the sense that we prepare students for a career
- o   Emphasis on technology

Access and Equity
- o   East GTA is ripe for growth in upcoming years
- o   R. Bailey remarked that UOIT is "of the place" & truly reflects Durham Region
- o   Discussed the diverse population of UOIT students – challenge to help students reach their potential
- o   Suggestion to include language about commitment to Indigenous education

Research Excellence & Impact
- o   Amplify reputation for research through the application of multidisciplinary, technology-driven approaches to scholarship & innovation
- o   Continue strong commitment to entrepreneurship & incubation opportunities for our students & the community

Innovation, Economic Development & Community Engagement
- o Build on the Durham Region's & Northumberland County's Strategic Plans which speak to the alignment of UOIT with the needs of regional development & the role that innovative educational partnerships will have in creating opportunities
- o Commit to foster existing partnerships & expand opportunities to ensure continued excellence
- o Enhance the strong connection to the Mississaugas of Scugog Island First Nation with innovative programming, both at UOIT & at the First Nation
- o Develop strategic academic partnerships with other indigenous communities across Canada that will strengthen both UOIT and these communities.

There was a discussion regarding the role the University plays in relation to First Nation communities and consideration given to whether that relationship should be discussed under "Access and Equity" as opposed to "Innovation, Economic Development & Community Engagement. It was also noted that the economic impact should perhaps be broader than Durham Region, as our students go beyond the region once they start working. We should highlight the national impact of our students

Enrolment

B. MacIsaac discussed the corridor funding aspect of the SMA. He presented the actual enrolments for the past three years and the projected enrolment under the next SMA. The projected enrolments take space constraints into account. R. Bailey discussed his experience with rapid growth of the international student population at another institution, which was not implemented in a strategic manner. UOIT's planned growth of international students is strategic and the University is conducting careful enrolment planning (e.g. student support with language programs).

Education is within the corridor and has specific targets. The starting point for PhD spots is our 2016-17 numbers. We have provided B. Patterson with our growth plan since we have two new programs that are just starting.

The Committee discussed projected enrolment and how enrolment should be framed in the SMA. A few of the issues facing the institution are local competition and a demographic shift. Enrolment planning is also influenced by space constraints and academic quality.

9.   Space

C. Elliott delivered a presentation on Space Considerations. He emphasized that the strategies for maximizing space have been exhausted. He reviewed the university's average NASMs, as well as the facility conditions. C. Elliott advised that we have a lot of leased and temporary space. Due to the University's acute space needs, we cannot relinquish portables or leased space.

He presented the projections of FTE growth and NASMs/FTE over the next six years. He discussed plans for future growth, including the construction of SIRC. The mild weather has contributed to the progress being made on the construction of the SIRC building. C. Elliott also provided an update on the CARIE building and other design-ready projects.

10.   Other Business

S. McGovern provided an update on Minister Duguid's visit to UOIT and showed a related video.

The deadline for feedback on the SMA is April 18.

11.   Termination

There being no other business, upon a motion duly made by T. McTiernan and seconded by A. Imrie, the public session of the meeting terminated at 3:30 p.m.

Becky Dinwoodie, Secretary

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COMPONENT REPORT

COMMITTEE REPORT

<u>**Action Required:**</u>

Public:	☒	**Discussion**	☒
Non-Public:	☐	**Decision**	☐

TO: **Strategy & Planning Committee**

DATE: **May 17, 2017**

FROM: **Dr. Robert Bailey, Provost**

SUBJECT: **Key Performance Indicators**

A. Purpose

With the creation of the 2012-2017 Strategic Plan a set of indicators were established by S&P for annual review. This report encloses the final figures related to this plan for members review and discussion.

B. Background

So, "How are we doing"? Answering such a question is no easy task. Universities in general are complex multi-purpose organizations with multiple stakeholders each with their own set of expectations and aspirations. Moreover, the learning and discovery processes – for students and for faculty – are not easily defined nor easily measured. What makes a quality university? What makes a quality learning experience? Is the UOIT experience a value-added proposition for our students and our faculty? And, furthermore, what do we mean by "value"?

The literature is rife with various methodologies that attempt to address the preceding questions; but the fact is there is no single, simple methodology that will provide the enlightenment so eagerly sought by those charged with the responsibility for our institutions today. Nevertheless, we focus on answering the question with the best available information, cognisant of its limitations, and acknowledging upfront that this initial effort will evolve as both UOIT and the post-secondary sector evolves. To illustrate, not too long ago, many universities focused on the number of volumes in the library as a critical input measure that helped define the quality of the learning environment. Such a measure has declined in relevance as technological innovation and collaborative consortia arrangements now effectively provide the opportunity for all students (and faculty) to have access to world-class information collections via discovery portals. This has not diminished the role of the 'library' but has *changed* the role of both the library and librarians. Not surprisingly, it has changed the 'indicators' one might use to assess the effectiveness and quality of the "library" in the 21st century.

In general the 'indicator movement' has evolved from a heavy reliance on input information and resource measures to a greater emphasis on the use of output and outcome measures and qualitative survey information to better understand the factors that influence learning, achievement and academic success. Ultimately, however, the true value of any indicator is dependent on context and perspective. A simple example will serve to illustrate the point. The student to faculty ratio in a given institution (unit or program) may be seen as a measure of quality or as a measure of efficiency – or both. If it is decreasing over time such a trend may be

interpreted as either a qualitative improvement or a program/institution in trouble attracting students. Moreover, as UOIT moves to the type of active learning that is technology-enriched and practice-integrated, some disciplines may use more teaching assistants with small break-out groups rather than more faculty; thus the use of the more traditional student to faculty ratio may become less relevant as the Strategic Plan becomes fully implemented.

We are an evidence-based organization that believes in the importance of assessment and strives to utilize data to inform and facilitate all aspects of the work of the University – teaching, research, and service. In 2012 the preceding commentary on 'indicators' set the context for a proposed set of UOIT indicators intended to provide the Board with an outcomes based overview of UOIT's performance – relative to its stated Mission and the Strategic Plan. The targets below were than agreed to by S&P in order for UOIT to strive towards an end goal and to have the ability or measure ourselves by what we desire. The symbols in the short-term objectives are:

🟢 Meeting Objective;   🟡 On track with Objective;   🔴 Not Meeting Objective; * not yet finalized.

	2016 Level	Proposed FY17	Actual 2017	Short Term Objective
Applications, UG (GR)	11,010 (1,492)	10,800 (1,500)	10,809 (1,589)	🟢
Student Enrolment (FTEs)	8,649	8,832	8,929	🟢
Student Faculty ratio actual (approved)	33:1 (31:1)	31:1	34:1 (31:1)	🟢
Employee Permanence	95%	95%	93%	🟡
Retention Rates (Yr 1 to 2 CSRDE)	80.3%	80.3%	79.9%	🟡
% Graduate of student body	5.9%	6%	5.6%	🟡
% UG students graduating with Experiential Learning	62%	65%	54%	🟡
Educational Experience (NSSE)	24% positive	24%	24%	🟢
Graduate Employment Rates (2 years)	95%	95%	93%	🟡
Andragogy (Hybrid and online offerings)	20%	21%	20%	🟡
Total Sponsored Research	$10.0M	$10.0M	$10.6M	🟢
Net income/Loss Ratio	0.6%	2.3%	2.3%*	🟡
NASM/ FTE (COU cat 1-5, 10)	4.15	4.08	4.08	🟢

Programs and Quality Enhancement

Strategy & Planning Committee
PACIP Discussion Paper

May 2017

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Program Review

- Since 2011-12, we have
  - **created**
    - ➤ 16 New Programs
    - ➤ 6 New Minors
    - ➤ 10 New Specializations

  - **merged or restructured**
    - ➤ 5 programs

  - **closed**
    - ➤ 2 Programs
    - ➤ 12 Specializations

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Pathways

- ## Pathways enrolments are growing
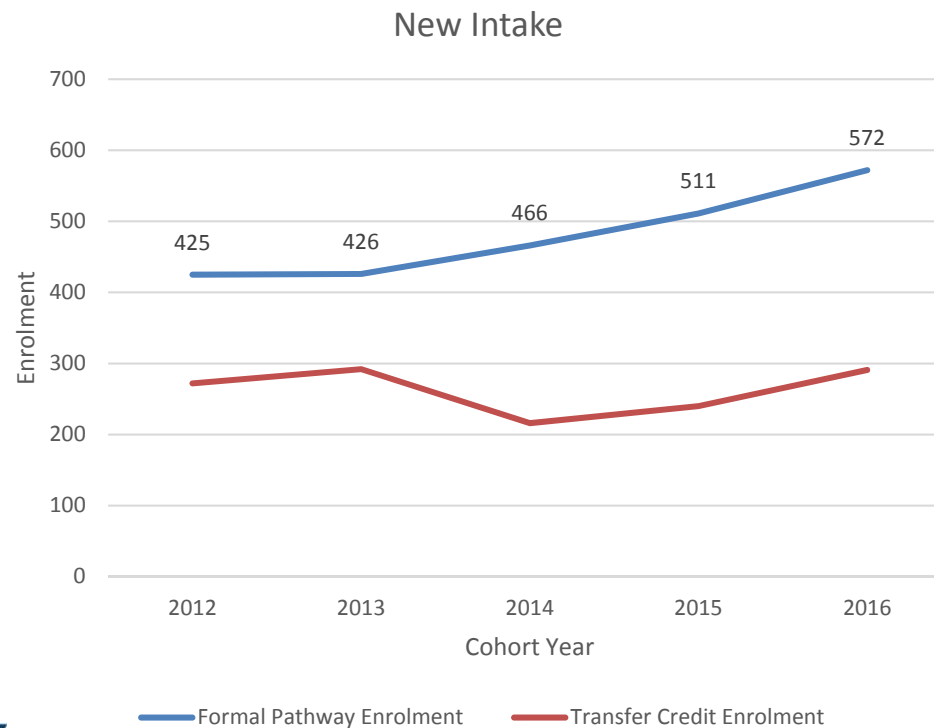
Pathways

- Retention declining

Pathways Retention & Graduation/Persistence

Legend: 1st Year Retention (blue), Persisting (2016) (orange), Graduated (gray)
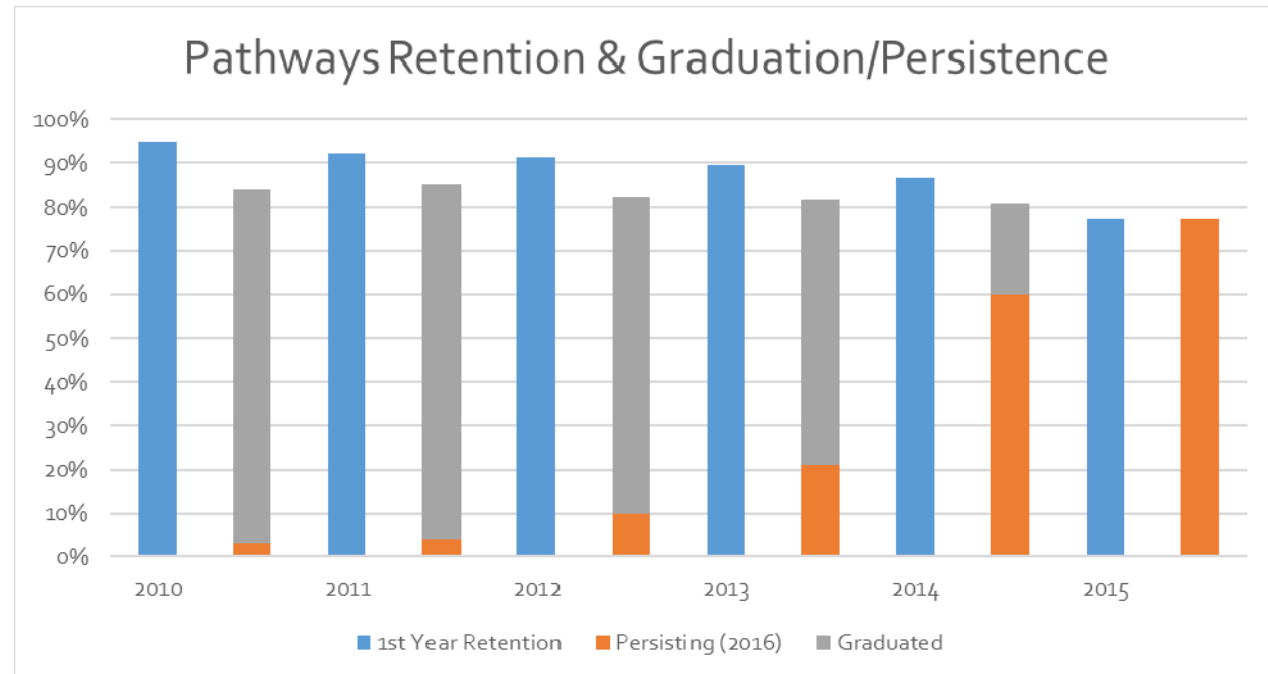
Pathways

- Move to reduce artificial barriers to transfer

- Reduce the use of bridge programs and move towards 2+2 programs.

- Investigate further the need for supports for students to improve retention.

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Continuing Education

- We offered 25 programs in 2015-16 to over 1600 participants.

- More to be reported for the 2016-17 academic year.

- Continuing Education at UOIT has growth potential.

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Program Reviews

- Number of trends that are emerging from the reviews:

1. Curriculum/Course level changes – alignment of overall program learning outcomes to course outcomes and assessment methods.

2. Improving program visibility - recruitment, brand development/identity.

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Program Review – Trends con't

3. Enhancement and/or integration of activities/services to support student success.

4. Resources: <u>Space</u>, <u>Human</u>, Equipment and Professional Development.

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Programs and Quality Enhancement

DISCUSSION PAPER SERIES

PROVOST ADVISORY COMMITTEE ON INTEGRATED PLANNING

April 2017

1. INTRODUCTION

This report offers a glimpse of opportunities for UOIT in relation to programs – both in terms of growth and potential enhancements going forward. It will address:

- Academic Programs – considerations for new program creation going forward
- Pathways – trends and considerations for the future
- Non-Academic Programs - current offerings
- Trends in the outcomes of program reviews that could focus our overall enhancement efforts.

2. ACADEMIC PROGRAMS

UOIT has grown at an impressive rate in a relatively short time for a university. Enrolment has remained relatively stable (approximately 10,000 students over the past few years) however, we also know that the demographic outlook for 18 to 20 year olds suggests that enrolments will not recover to 2015 levels until 2033[1] (HEQCO, 2017). In a situation of flat or decreasing enrolments, the addition of new programs redistributes the existing enrolments across a greater number of programs. This does not mean that we should not create new programs, as it is important to ensure we continue to create programs that meet our mission and mandate to "advance the discovery and application of knowledge that accelerates economic growth, regional development and social innovation." However, we should also think strategically about the right program mix for both the university as a whole, as well as individual Faculties. We may also want to consider reimagining or restructuring current programs. The chart below outlines the number of new program and program components as well as closed components and programs over the previous five-year period.

Figure 1

Year	New Programs	New Minors	New Specializations	Merged/Restructured Programs (including nomenclature changes)[2]	Closed specializations	Closed programs
11-12	6	1	2	1	0	1
12-13	1	2	6	0	7	0
13-14	2	1	0	1	0	0
14-15	3	1	1	1	2	0
15-16	4	1	1	2	3	1
Total	16	6	10	5	12	2

Appendix A outlines the programs that are seeing growth and declines in overall enrolments. Appendix B lists current Notices of Intent (NOIs) submitted for possible September 2018 start.

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[1] The GTA is expected to rebound in 2023.

[2] Examples include the restructuring of the BSc in Physical Science to a general BSc degree and nomenclature change of BA Community Development and Policy Studies to BA Political Science.
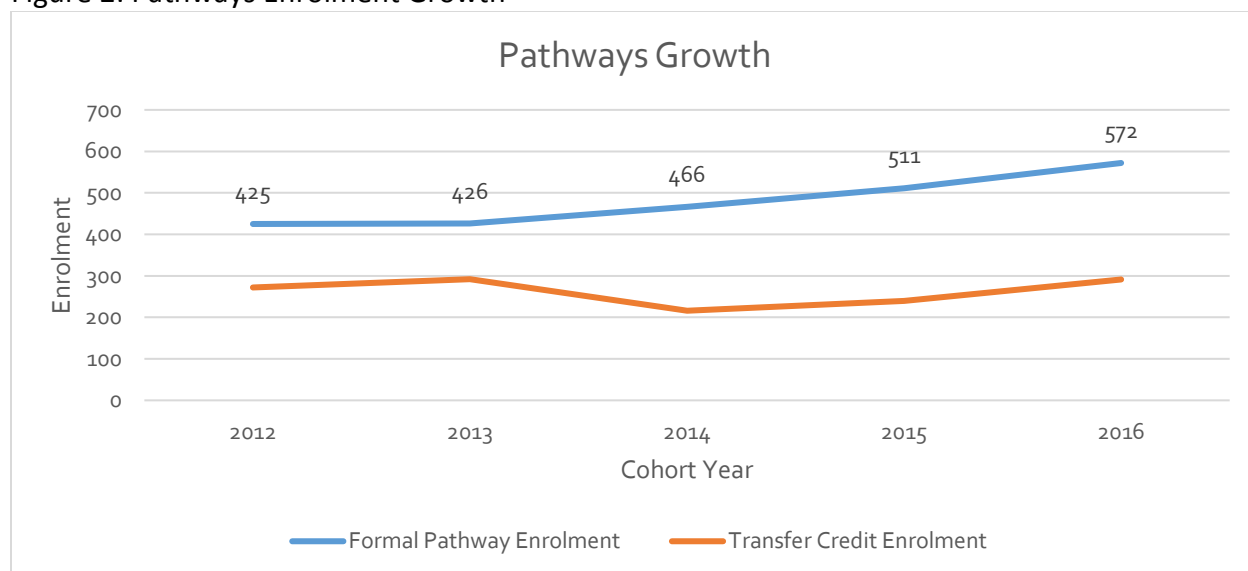
3. PATHWAYS

The Ministry of Advanced Education and Skills Development (the Ministry) defines an educational pathway as a student's journey through their educational path. At UOIT a 'pathway' is loosely defined as any formal program that allows a student to apply a specified set of credits or a credential earned at one institution towards a degree at UOIT. Students may enter defined pathways from institutions with or without formal articulation agreements. The Ministry also considers any student who enters UOIT with transfer credits as arriving through a 'pathway', however, UOIT currently defines those students with simple transfer credits as 'transfer students.' The following information represents students pursuing formal pathways programs at UOIT (unless otherwise noted).

UOIT has current formal articulation agreements with 13 of the 26 Ontario Colleges of Applied Arts and Technology (CAATs). Appendix C outlines these agreements and the expiry dates.

Enrolment in pathways programs at UOIT has increased over the past five years by almost 35 percent (see Figure 2). Pathways, which in Figure 2 include transfer students, represent 32.4 percent of total intake enrolments. Although this is a positive trend, the competition for transfer students steadily increases within the system as the government is focusing on pathway and degree completion programs. Therefore, institutions will be looking to this population of students to meet enrolment targets in order to counter the decline of the 18-20 year old population.

Figure 2: Pathways Enrolment Growth

Currently, we attract most of our pathway students from Durham College, Centennial College, and Seneca College (See Appendix D the top 10 Ontario colleges that feed UOIT pathway programs). These three institutions are the closest in proximity to UOIT, validating the research that "most students transfer from a college to a university that is within commutable distance" (Lennon et al., 2016). Students that are willing to travel greater distances are those that are interested in a niche program. For example, the RPN-BScN with Georgian College drives greater enrollment for UOIT even though its geographical distance would suggest otherwise.

Formal pathways agreements are not always necessary. UOIT does not have a formal articulation agreement with two of the top 10 feeder schools, George Brown and Humber colleges, yet students are attracted to pathway programs that match their college credential and to the commutable distance of UOIT.

According to Ontario Council on Articulation and Transfer (ONCAT) the top five transfer programs for students are: Business (17%), Health (15%), Social Science (7%), Engineering (6%), and Liberal/Gen. Arts (5%). At UOIT, the Criminology & Justice studies bridge program admits the most students with Health Sciences and Business programs also popular choices for students. Some programs have robust enrollment, while others have little or no enrollment in the years since the program began (see Appendix E). There is an increasing desire for the embedded 2+2 programs where the student is enrolled as an 'Undeclared' student at UOIT while concurrently attending their college program. These opportunities are presently available to students at Durham, Fleming and Loyalist colleges. This particular program track, is currently designed primarily for transition into a Bachelor of Commerce or Bachelor of Information Technology degree program. Breaking down artificial barriers and moving towards increasing the number of 2+2 programs should be a priority for the future.

Figure 3: First-Year Retention and Graduation/Persistence Rates
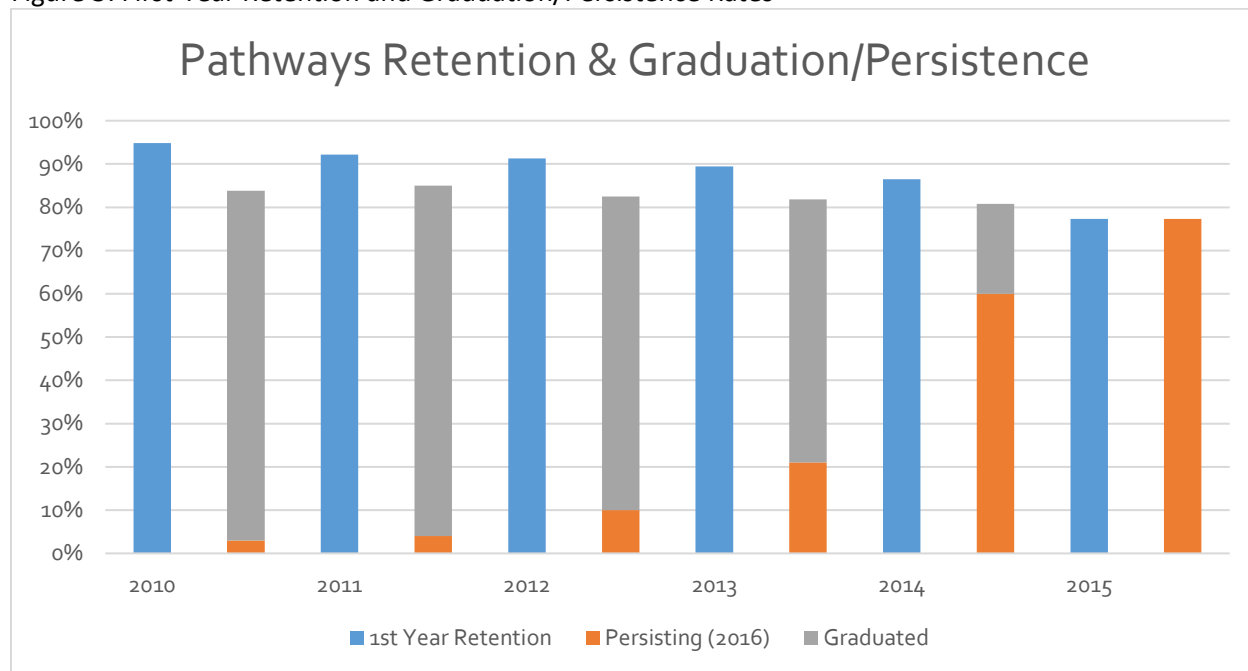
While we have seen pathways enrolments increase, as seen in Figure 3 the overall first-year retention rate has been steadily decreasing for this population of students from 91 percent in 2012 to 77 percent in 2015. The underlying cause of the declining retention rate is unknown. However, some antidotal evidence suggests these students are academically underprepared for university rigor and confront a shock in academic culture in comparison to their experiences in college. In addition, some academic advisors noted these students tend to have greater family responsibilities than the direct from high school population, indicating they need to care for their children and/or parents. Further examination of causes and solutions to retention of pathways students is needed to preserve the potential overall growth of pathways programs.

4. NON-ACADEMIC (CONTINUING EDUCATION) PROGRAMS

In 2015-2016, the Continuing Education Committee moved forward with establishing further policy and procedures to assist with the initiation of new non-degree activities. Still in its infancy, the Committee has developed a Terms of Reference and update associated Policy documents to reflect the growing number of non-academic offerings at UOIT. A chart of non-degree programs offered in the 2015-16 academic year as reported by Faculties and Support Units can be found in Appendix F.

For the 2016-2017 academic year, we are looking to develop (and promote) assessment tools to assist academic and non-academic units when evaluating their non-degree program offerings. The Committee is anticipating more non-degree offerings reported for the 16-17 academic year as more units become aware of the policy and procedures for initiation. As outlined in the 2013 report, *Expanding Horizons: A business case and strategy for continuing education at UOIT,* there are significant opportunities for growth of ConEd with the report outlining potential growth year over year of between 2% and 5%. To achieve this type of growth, however would require significant investments. The report outlines the need of an investment of approximately $420,000 to achieve this type of growth.

5. PROGRAM REVIEW - TRENDS

Since 2012, we have reviewed 25 programs and created plans of action to address recommendations made towards program improvement. We have also undertaken an analysis across all programs reviewed between 2012 and 2017 to determine if there are overall trends that emerge. Below are the most often mentioned areas for improvement in order of frequency.

➢ Curriculum/Course level changes was a top theme for many of the program reviews. This theme captures recommendations that suggest improvements in course-level/ curriculum content. Within this theme, improvements to learning outcomes, development of assessment and evaluation methods and their alignment to the program goals and/or faculty vision were frequently mentioned. This points to the need for increased focus on alignment of program learning outcomes to course expectations and assessment methods.

➢ Improving program visibility- whether it is through participating in more interdisciplinary practices or enhancing program awareness/visibility through recruitment strategies, brand development or identity. In many instances reviewers were astounded by the quality of the program, faculty and innovation happening but that this is not well known to outside faculty and institutions. They noted that this is a missed opportunity for potential collaborations and for faculty at other institutions to make their students aware of the strong programs in which to recommend for graduate school.

➢ Student Success also came out as a focus. Reviewers recommended enhancement and/or integration of activities/services that would support student success. They noted that improved access to services and resources (e.g. more online courses, financial aid, etc.) as well as the need for programs to integrate awareness, and the participation of student services (e.g. library, career centre) in their programs. It was not necessarily that the services did not exist,

but rather that students or faculty were not aware of them, pointing to the need for greater integration of student services in the review process.

➤ The theme of resources captured recommendations that called for either the addition, the enhancement, or the development of factors in the sub-areas below. The most common areas reported were in relation to space and human resources.
   a. Space: Creating or making more space available for academic use and the pursuit of experiential learning. Most frequently noted was the ability to transform current spaces to meet the requirements of the program (moveable desks and chairs for instance).
   b. Human: Recommendations of additional staff/faculty but also the need to clearly define or distribute portfolio's for current staff/faculty members to maximize efficiency. Recruitment of faculty members, with certain research backgrounds or research positions.
   c. Equipment: Updating equipment used in experiential learning and the software or hardware provided to students. The purchasing of new equipment that is reflective of market trends and what is needed to produce workplace/employment ready students. Purchasing access to relevant journals and resources that would benefit student learning.
   d. Professional Development: Providing training to staff/faculty so job effectiveness is increased. Providing opportunities for faculty and staff to attend professional development opportunities that will allow them to enhance their profiles within their respective communities but also to raise the profile of the institution. At the graduate level, recommendations that mentioned research funding were also included in this area.

6. SUMMARY

There are a number of opportunities available to grow while also enhancing current programs. Some require significant investment for growth while others require innovative ways of thinking about how to do things better, smarter and more strategically. This paper provides a potential starting point for that discussion.

APPENDIX A
Enrolment Changes by Program – 5-Year Trend

Undergraduate	2012/13	2013/14	2014/15	2015/16	2016/17	Trend	Trend
Business & Information Tech	594	589	576	572	561		↓
Business BCOMM	332	371	338	358	330		↓
Networking & IT Security	88	88	87	81	91		↔
Game Development	110	84	95	87	94		↔
Business Bridging Program	55	34	43	38	36		↓
Information Technology Bridge	9	12	13	8	10		↔
Education	257	269	284	183	175		↓
Education (Consecutive) - Intermediate/Senior	123	102	102	51	39		↓
Education (Consecutive) - Primary/Junior	115	151	157	92	103		↓
Educ Studies & Digital Tech	19	16	25	40	33		↔
Energy Systems & Nuclear Sci	69	104	75	66	83		↔
Health Physics & Radiation Sci	11	11	8	8	8		↓
Nuclear Engineering	58	93	67	58	75		↔
Engineering & Applied Science	462	509	559	524	570		↑
Automotive Engineering	53	76	83	63	72		↔
Electrical Engineering	120	124	146	127	112		↓
Manufacturing Engineering	31	32	38	15	24		↓
Mechanical Engineering (Mechatronics)	205	219	222	237	298		↑
Software Engineering	53	58	70	82	64		↔
Health Sciences	510	507	524	545	581		↑
Allied Health Sciences	36	25	42	40	35		↔
Health Sciences	243	111	99	127	142		↑
Medical Laboratory Science	43	43	40	38	43		↔
Nursing (Collaborative)	104	113	106	105	105		↔
Nursing Bridge	84	92	92	96	102		↑
Kinesiology		109	128	124	133		↑
Kinesiology-Adv. Standing Opt.		14	17	15	21		↑
Science	377	383	351	321	319		↓
Applied and Industrial Math	16	13	9	8	13		↔
Biological Science	178	157	141	102	112		↓
Chemistry	76	68	65	48	44		↓
Computing Science	45	68	59	72	81		↑
Forensic Science	43	63	58	56	44		↓
Physics	19	14	19	35	25		↔
Social Science and Humanities	711	658	557	507	511		↓
Communications and Digital Media	62	42	36	37	50		↔
Community Develop & Policy Studies	14	10	16	10	15		↔
Criminology and Justice	218	250	183	143	140		↓
Forensic Psychology	123	98	93	96	80		↓
Legal Studies	52	43	34	28	21		↓
Communications Bridge Program	14	2	5	9	18		↔
Crim & Justice Bridge Program	199	183	123	100	105		↓
Legal Studies-Bridge Program	29	30	29	34	27		↔
Forensic Psychology Bridge			38	47	52		↑
Comm Dev & Policy Std Bridge				3	3		↔
Undeclared	37	47	44	70	131		↑
Not Applicable	21	4	10	19	33		↑
Embedded Program	16	43	34	51	98		↑
Total	**3017**	**3066**	**2970**	**2788**	**2931**		↔

Appendix B
NOI's submitted for potential 2018 start

Program	Home Faculty(ies)
Bachelor of Arts in Liberal Studies	FSSH
Bachelor of Technology in Sustainable Energy Systems	FESNS
Graduate Diploma in Emergency Preparedness and Response	FESNS
Graduate Diploma in Energy Systems Analysis	FESNS
Graduate Diploma in Nuclear Security	FESNS
Master of Applied Science and Master of Engineering in Energy Systems Engineering	FESNS
Master of Science in Nursing (Professional Practice Leadership)	FHSc, Durham College, Trent-Fleming School or Nursing (TFSON)

Appendix C
Ontario CAATs Articulation Agreements

College	Location	Articulation Agreement	Expiry Date
DURHAM COLLEGE	Oshawa	Yes	2017
CENTENNIAL COLLEGE	Toronto	Yes	2017
SENECA COLLEGE	Toronto	Yes	2017
GEORGIAN COLLEGE	Barrie/Orillia	Yes	2017
SIR SANDFORD FLEMING COLLEGE	Peterborough	Yes	2017
SHERIDAN COLLEGE	Oakville	Yes	2017
LOYALIST COLLEGE	Belleville	Yes	2018
ST LAWRENCE COLLEGE	Kingston	Yes	2018
ALGONQUIN COLLEGE	Ottawa	Yes	2018
CAMBRIAN COLLEGE	Sudbury	Yes	2017
CANADORE COLLEGE	North Bay	Yes	2018
CONFEDERATION COLLEGE	Thunder Bay	Yes	2017
SAULT COLLEGE	Sault Ste. Marie	Yes	2019
HUMBER COLL OF A A & T	Toronto	No	
GEORGE BROWN COLLEGE	Toronto	No	
FANSHAWE COLLEGE	London	No	
NIAGARA COLLEGE	Niagara-On-the Lake	No	

CONESTOGA COLLEGE	Kitchener	No	
MOHAWK COLLEGE	Hamilton	No	
ST CLAIR COLLEGE	Windsor	No	
LAMBTON COLLEGE	Sarnia	No	
LE COLLEGE BOREAL	Sudbury	No	
NORTHERN COLLEGE	Timmins	No	
LA CITE COLLEGIALE	Ottawa	No	
MICHENER	Toronto	No	
RIDGETOWN (Univ. of Guelph)	Ridgetown	No	

APPENDIX D

Pathways Enrolment from Ontario's Top 10 Feeder Colleges

Formal Pathways Enrolment (Top 10)
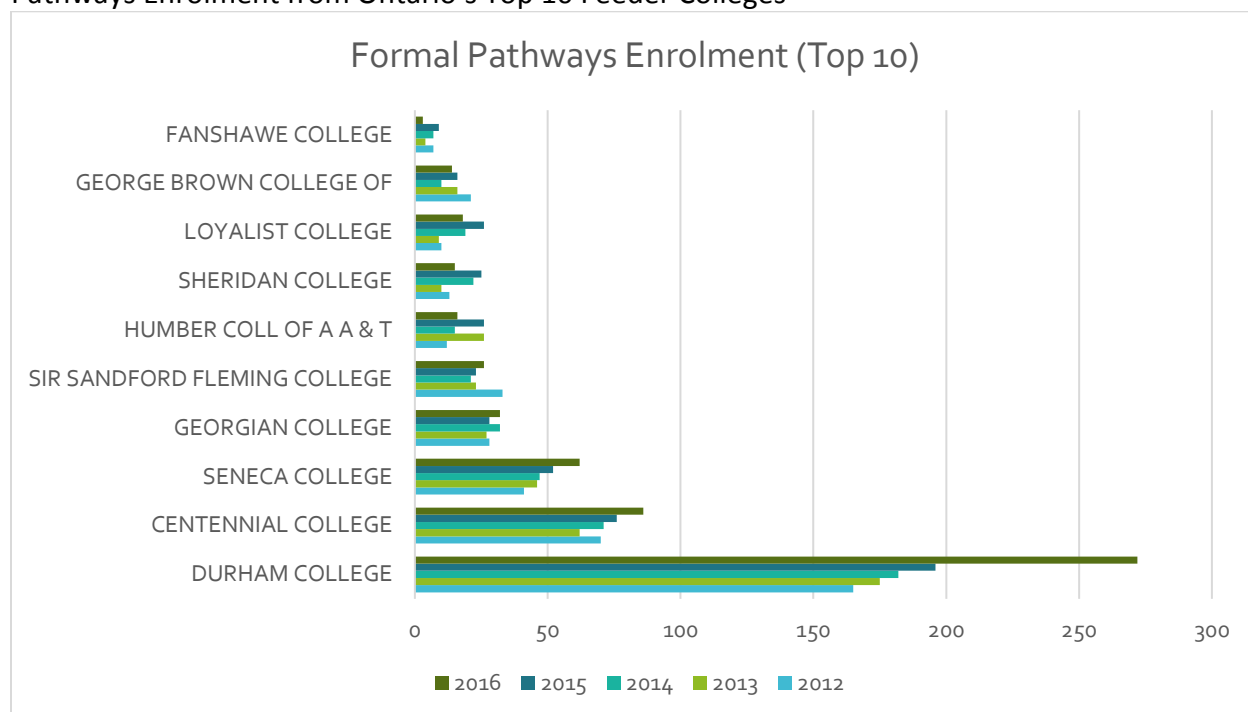
APPENDIX E

Pathways Enrolment by Program (CAAT only)

	2012	2013	2014	2015	2016	Trend
Business & Information Tech	90	58	78	80	75	
Business	2	2		2	2	
Accounting	15	14	16	14	11	
Finance	2		2	1		
Marketing	5	7	5	2	1	
Org Beh & Human Resources Mngt	4	2	2	7	6	
Business (ACTU)	7		2	4		
Business Bridging Program	42	19	33	37	36	
Networking & IT Security	6	5	7	6	10	
Information Technology Bridge	7	9	11	7	9	
Education	19	15	24	37	29	
Educ Studies & Digital Tech	19	15	24	37	29	
Energy Systems & Nuclear Sci	7	4				
Nuclear Power Bridge Program	7	4				
Health Sciences	96	119	144	147	158	
Allied Health Sciences	23	22	39	39	32	
Kinesiology-Adv. Standing Opt.		14	16	15	21	
Medical Laboratory Science				4	4	
Nursing (Post-PN)	43	48	52	46	57	
Nursing (Post-PN) Georgian	30	35	37	43	44	
Science	4		8	7	11	
Biological Science	4		8	3	5	
Computer Science				4	1	
Science					5	
Social Science and Humanities	194	187	178	189	203	
Comm Dev & Policy Std Bridge				3	3	
Communications Bridge Program	14	1	4	9	18	
Crim & Justice Bridge Program	152	160	109	98	103	
Forensic Psychology Bridge			37	47	52	
Legal Studies-Bridge Program	28	26	28	32	27	
Undeclared	15	43	34	51	96	
Embedded Program	15	43	34	51	96	
Total	**425**	**426**	**466**	**511**	**572**	

APPENDIX F

Summary table of non-degree offerings for the 15-16 academic year:

Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of Attendees
Faculty of Business and IT/MDC	Master's Certificate in Public Sector Management Program	16 days – 96 hours	24
Faculty of Business and IT/MDC	Management Development Learning Series (Empowerment, Job Satisfaction, Making Meetings Magnificent and Empowerment)	½ day x 4 – 3.5 hours each	44
Faculty of Business and IT/MDC	Presentation Skills Program	1 day – 6 hours	7
Faculty of Business and IT/MDC	Customer Service Program	2 days – 12 hours	8
Faculty of Business and IT/MDC	Agricultural Leadership Certificate Program	5 days - 30 hours (9am – 4 pm with a 1 hr. lunch)	9
Faculty of Business and IT/MDC	Social Media for Business Program	3 days – 18 hours	8
Faculty of Business and IT/MDC	Not-for-Profit Management Certificate Program	5 days - 30 hours (9am – 4 pm with a 1 hr. lunch)	23
Faculty of Business and IT/MDC	Professional Communication Certificate Program	5 days - 30 hours (9am – 4 pm with a 1 hr. lunch)	7
Faculty of Business and IT/MDC	Professional Management Certificate Program	5 days - 30 hours (9am – 4 pm with a 1 hr. lunch)	27
Faculty of Education	Mental Health First Aid	2 days	36
Faculty of Education	Applied Suicide Intervention Training (ASIST)	2 days	22
Faculty of Education	Tools for Community Based research	125	56
Faculty of Education	Digital Tools for Educators	40	4
Faculty of Education	Project Wild	1 day	13
Faculty of Energy Systems and Nuclear Science	AOOM 11 (Advanced Operations Overview for Managers)	Last 3 months of program of 6 months duration	16
Faculty of Energy Systems and Nuclear Science	AOOM 12 (Advanced Operations Overview for Managers)	Full program January to July 2016	16
Student Life- Student Experience Centre	Applied Suicide Intervention Training (ASIST)	2 days	58
OVPRII-Brilliant Entrepreneurship	2 week Entrepreneurship Intensive	10 days - 6 hours per day	5
Student Life - Varsity Athletics	CCES - Canadian Centre for Ethic in sport drug education	1.5hrs	200
Teaching and Learning Centre	Certificate in University Teaching	~40 hours over Fall and Winter terms	11

Teaching and Learning Centre	Certificate in University Teaching for Teaching Assistants	~40 hours over Fall and Winter terms	9
Student Life - Student Accessibility Services	Certificate of completion for the Note taking module	1 hour	76 to date
Student Life - Student Learning Centre	Smart Start - academic preparation/transition program	1-day and 2-day options	275 (in 2016)
Office of Graduate Studies	Graduate Professional Skills Program	~49 hours (Fall, Winter, Spring/Summer terms)	246 students
Student Life- Student Mental Health Services	Campus Connected	2 hrs	357 students + 94 staff faculty

APPENDIX G

A breakdown of the top three themes by faculty related to outcomes from program reviews from 2012-17. This was determined by combining recommendations across programs that were reviewed within the allotted period. While only the top 3 (or more in instances where there was a tie among themes) are reflected in this table, it is pertinent to note that all of the themes listed below came up during the external reviewers' reports.

Undergraduate (top 3 themes indicated by faculty; in no particular order)

Faculty	Theme						
	Curriculum	Program Develop.	Student Success	Resource-Space	Resource-Human	Resource-Equipment	Resource-Prof. Develop
FEAS	X	X			X		
FBIT	X	X	X				
FSc	X*	X		X*	X		
FHSc	X	X	X				
FSSH	X	X	X*		X*		

X*-indicates a tie between themes for times it appeared as a recommendation.

Graduate (top 3 themes indicated by faculty; in no particular order)

Faculty	Theme						
	Curriculum	Program Develop.	Student Success	Resource-Space	Resource-Human	Resource-Equipment	Resource-Prof. Develop
FEAS	X	X	X*		X*		
FBIT	X*	X	X	X*	X*		
FSc		X	X		X		
FHSc	X	X			X		
FSSH		X					X

X*-indicates a tie between themes for times it appeared as a recommendation.

Board of Governors' Pathways Award Update

Presentation to Strategy and Planning Committee

May 17, 2017

Presented by:

Susan McGovern, Vice President, External Relations and Advancement

What is a Pathways Award?

The Board of Governors' Pathways Award is disbursed annually to students entering the university from an Ontario college or through UOIT's bridging program.

The awards are presented to the student entering each eligible program with the highest incoming average from college or highest bridging semester grade, with a minimum GPA equivalent to 80%.

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Impact of Board of Governors Pathways Award

- Board members have contributed $37,050 to the Pathways Award program since its inception in 2014.

- Twenty-two students have benefitted from receiving an award since its inception.

- The award is deposited to their student account and applied against their tuition.

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Eligible Programs

2015-16	2016-17
Allied Health Sciences – Bridge	Educational Studies and Digital Tech - Direct Entry
Communication and Digital Media Studies – Bridge	Commerce – Bridge
Nursing - Post-RPN	Commerce - Direct Entry
Biological Science - Direct Entry	Information Technology - Game Development and Entrepreneurship – Bridge
Commerce – Bridge	Nursing - Post-RPN
Educational Studies and Digital Tech - Direct Entry	Biological Science - Direct Entry
Legal Studies – Bridge	Political Science – Bridge
Forensic Psychology – Bridge	Criminology and Justice Studies – Bridge
Kinesiology Fitness and Health Promotion Degree Completion	Forensic Psychology – Bridge
Medical Laboratory Science – Bridge	Legal Studies – Bridge
Nursing - Post-RPN	Kinesiology Fitness and Health Promotion Degree Completion

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2016-17 Fundraising Achievement and Award Distribution

Balance carried forward for 2016-2017 (includes $100 donation from another source)	$2,700
Donations from current and former Board Members for 2016-2017 awards	$8,700
Funds available for 2016-2017 number of awards disbursed	$11,400 11

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Dollars Raised to date for 2017-18 Academic Year Distribution

The Board of Governors set an annual goal of $20,000; money received by **June 30, 2017** is eligible for distribution in 2017-18.

Donations from current and former Board Members for 2017-2018 awards	$15,050
Balance available for 2017-2018 (as of April 26, 2017)	$15,050

$20,000 fundraising goal for the 2018-2019 academic year starts **July 1, 2017**.

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Thank you for helping UOIT to educate the next generation of problem-solvers, entrepreneurs and leaders!

Alumni Update –
Engagement Strategy, Milestones, and Achievements

Presentation to Strategy and Planning Committee

May 17, 2017

Presented by:

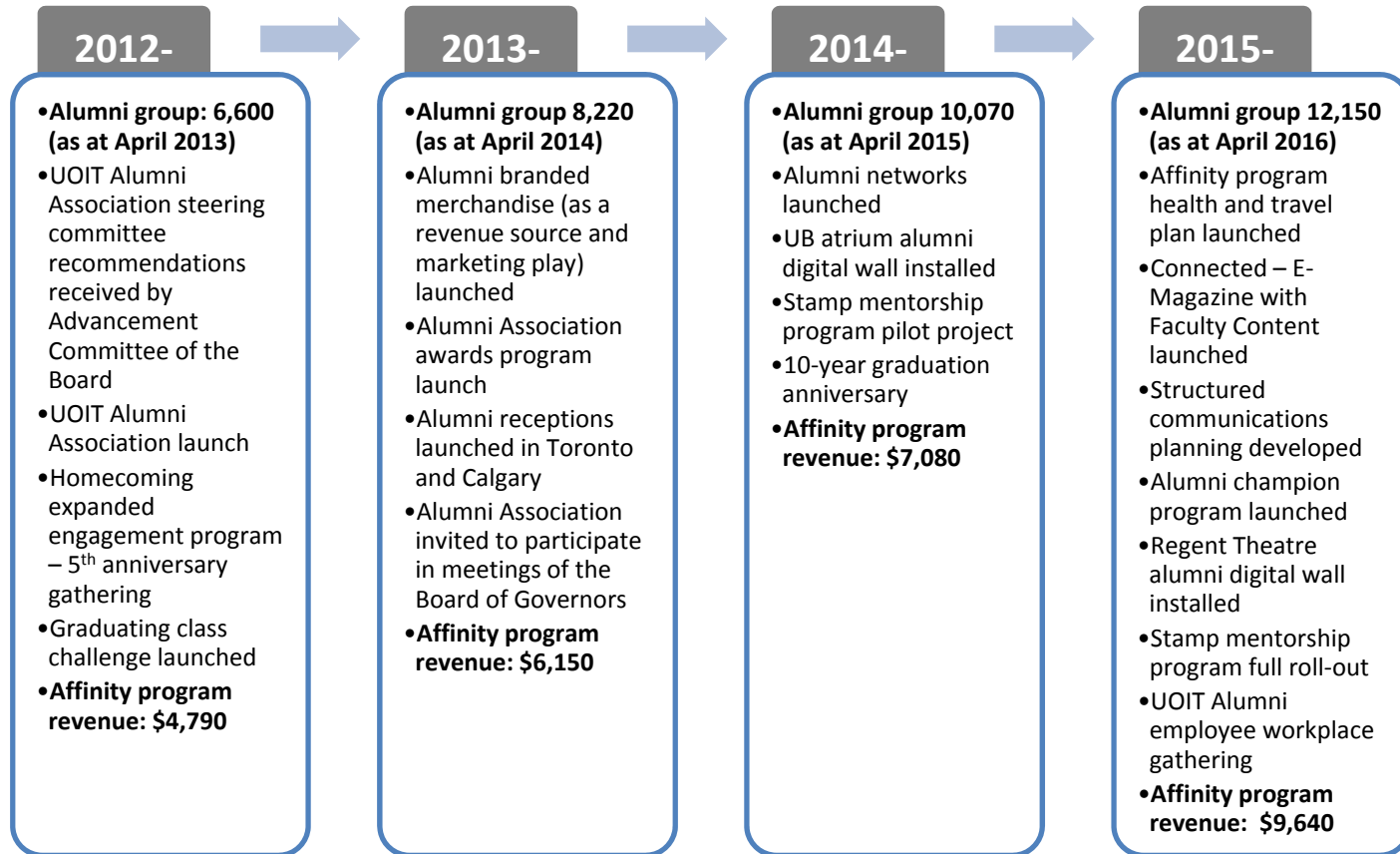Susan McGovern, Vice President, External Relations and Advancement

UNIVERSITY OF ONTARIO INSTITUTE OF TECHNOLOGY

Alumni Snapshot

- As of June 2017 our alumni group will be 16,350.

- An alumni engagement strategy was developed and implemented in 2015 to:
    – keep alumni engaged with the university
    – advance the university brand
    – attract investors
    – enhance corporate relations with participation in enriched curriculum
    – lay the foundation for long-term philanthropic support from alumni

- The Alumni Council is in its 5th year of operation.

- The first Faculty of Education graduating class is celebrating its 12th anniversary this year.

- The first four-year graduating class of 2007 is celebrating its 10th anniversary this year.

- 104 alumni donors have given $14,507 as of March 31, 2017.

- Alumni goal of $25M to build Alumni Hall in the coming years.

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Alumni Engagement Strategic Priorities

- Establish UOIT as a central support and resource for UOIT alumni at each stage of their career and throughout their life.

- Integrate alumni engagement program as a key pillar of the overall UOIT brand strategy that supports UOIT's market presence and elicits the pride of alumni and current students in their alma mater.

- Build internal capacity to assist Alumni Association in launching the Alumni Engagement strategy.

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2012-2016 Alumni Milestones

2012-

- **Alumni group: 6,600 (as at April 2013)**
- UOIT Alumni Association steering committee recommendations received by Advancement Committee of the Board
- UOIT Alumni Association launch
- Homecoming expanded engagement program – 5th anniversary gathering
- Graduating class challenge launched
- **Affinity program revenue: $4,790**

2013-

- **Alumni group 8,220 (as at April 2014)**
- Alumni branded merchandise (as a revenue source and marketing play) launched
- Alumni Association awards program launch
- Alumni receptions launched in Toronto and Calgary
- Alumni Association invited to participate in meetings of the Board of Governors
- **Affinity program revenue: $6,150**

2014-

- **Alumni group 10,070 (as at April 2015)**
- Alumni networks launched
- UB atrium alumni digital wall installed
- Stamp mentorship program pilot project
- 10-year graduation anniversary
- **Affinity program revenue: $7,080**

2015-

- **Alumni group 12,150 (as at April 2016)**
- Affinity program health and travel plan launched
- Connected – E-Magazine with Faculty Content launched
- Structured communications planning developed
- Alumni champion program launched
- Regent Theatre alumni digital wall installed
- Stamp mentorship program full roll-out
- UOIT Alumni employee workplace gathering
- **Affinity program revenue: $9,640**

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2016-17 Alumni Achievements

- ## Social Media, Digital
    - UOIT Mobile app to feature new alumni content button under development
    - Engagement Growth (2016 to 2017) :
        - Twitter Followers (26% increase to 1,212 followers), Alumni Facebook Page Followers (16% increase to 2,092 followers).

- ## Personal Networking Opportunities
    - Inaugural Global Alumni Day held on October 15, 2017 at the Design Centre in Toronto with Kate Beirness '09 as guest speaker, and broadcast to alumni across the global network.
    - Alumni receptions held in Oshawa, Toronto and Calgary.

- ## Corporate Speaker Series
    - Launched at OPG with 100+ attendees.
    - Three planned at a variety of corporate partners, including Dialogue Architects.

- ## Communications/Mentorship
    - Electronic Connected newsletter issued to alumni four times per year.
        - Readership of approximately 24% of registered alumni (or an audience of just over 2,400)
    - Developed Career Tip video content with Career Management Team and distributed to Alumni; content available on website for all.
    - Streamlined StAMP (alumni mentorship program) with Student Life Group.
        - Total number of alumni mentors: 10 in 2014, 71 in 2015, 90 in 2016.

UNIVERSITY OF ONTARIO INSTITUTE OF TECHNOLOGY

2016-17 Alumni Achievements Con't.

- **Alumni Champions**
  - Number of Alumni Champions: 4 in 2014, 15 in 2015, 41 in 2016.

- **Graduating Class Challenge (GCC)**
  - Held over a two-week period in January with the goal of beginning to welcome the graduating students into their upcoming status as valued alumni; percentage of students participating in GCC survey has tripled over a five-year period.

- **Alumni Association Council**
  - FBIT launched chapter.
  - Alumni Association Council (AAC) Strategic Plan completed to support the council's strategic priorities, including: dedicated space on campus, culture of leadership and networking to mentor students and alumni, distinctive identity and brand, strong, active and vibrant community (alumni and student engagement), increase in alumni presence and engagement, self-sustaining model.
  - Alumni Council members participated as platform speakers at convocation sessions.
  - Alumni Association Returning Alumni Award – a $500 award supported by a four-year renewable gift agreement with a total value of $2,500 (including two awards granted in 2016). Gift agreement available for renewal in 2019.

- **Revenue/Fundraising Program**
  - Alumni fundraising program under development with FEd.
  - Affinity Program Revenue: $9,640 in 2016/17 (average growth rate of 35.8% per year).
  - Alumni branded product launched.

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6

Thank you for helping UOIT to educate the next generation of problem-solvers, entrepreneurs and citizen leaders!

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Office of Research Services Strategic Research Plan Update

April - May, 2017

Douglas Holdway

UNIVERSITY OF ONTARIO INSTITUTE OF TECHNOLOGY

UOIT Strategic Research Plan 2013-2018

Research Priority Areas

2013-2018

- Advanced Manufacturing
- Education for 21st Century
- Energy & Environment
- Human Health and Community Wellbeing
- ICT & Informatics
- Life Sciences & Biotechnology

UOIT's Research Capabilities:

Four primary clusters
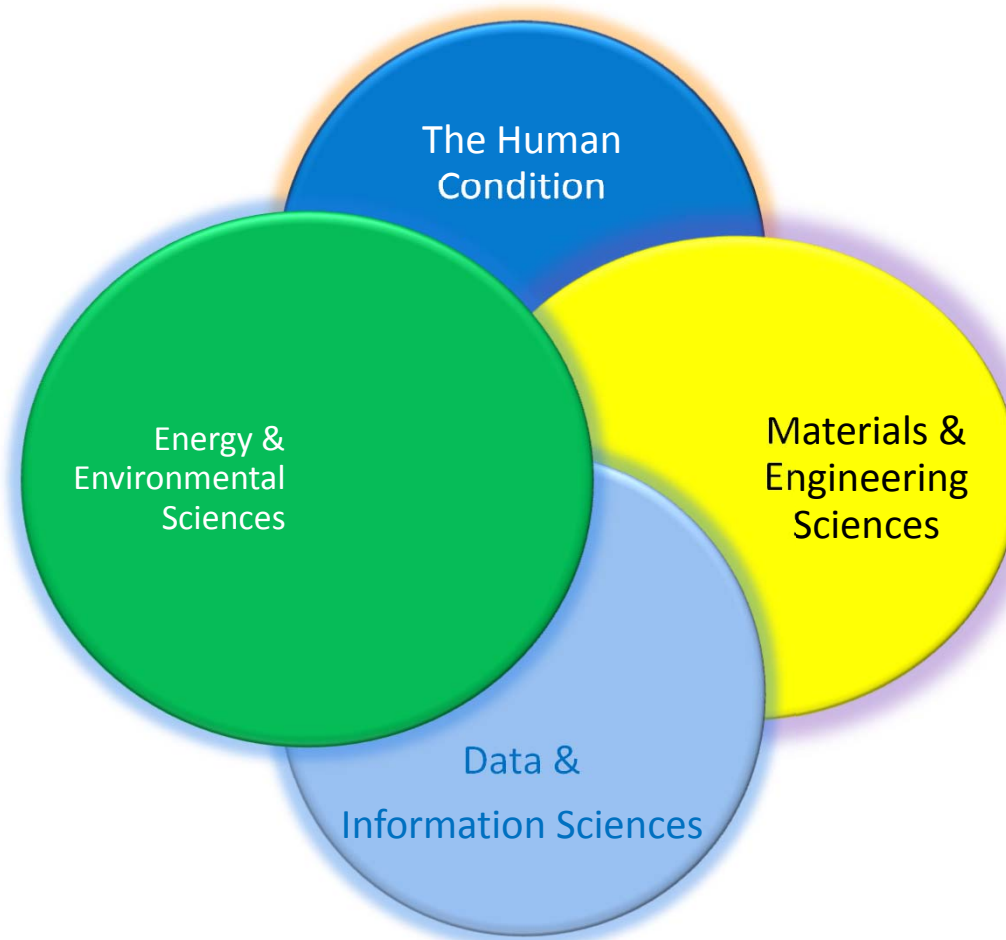
What connects UOIT's capabilities?
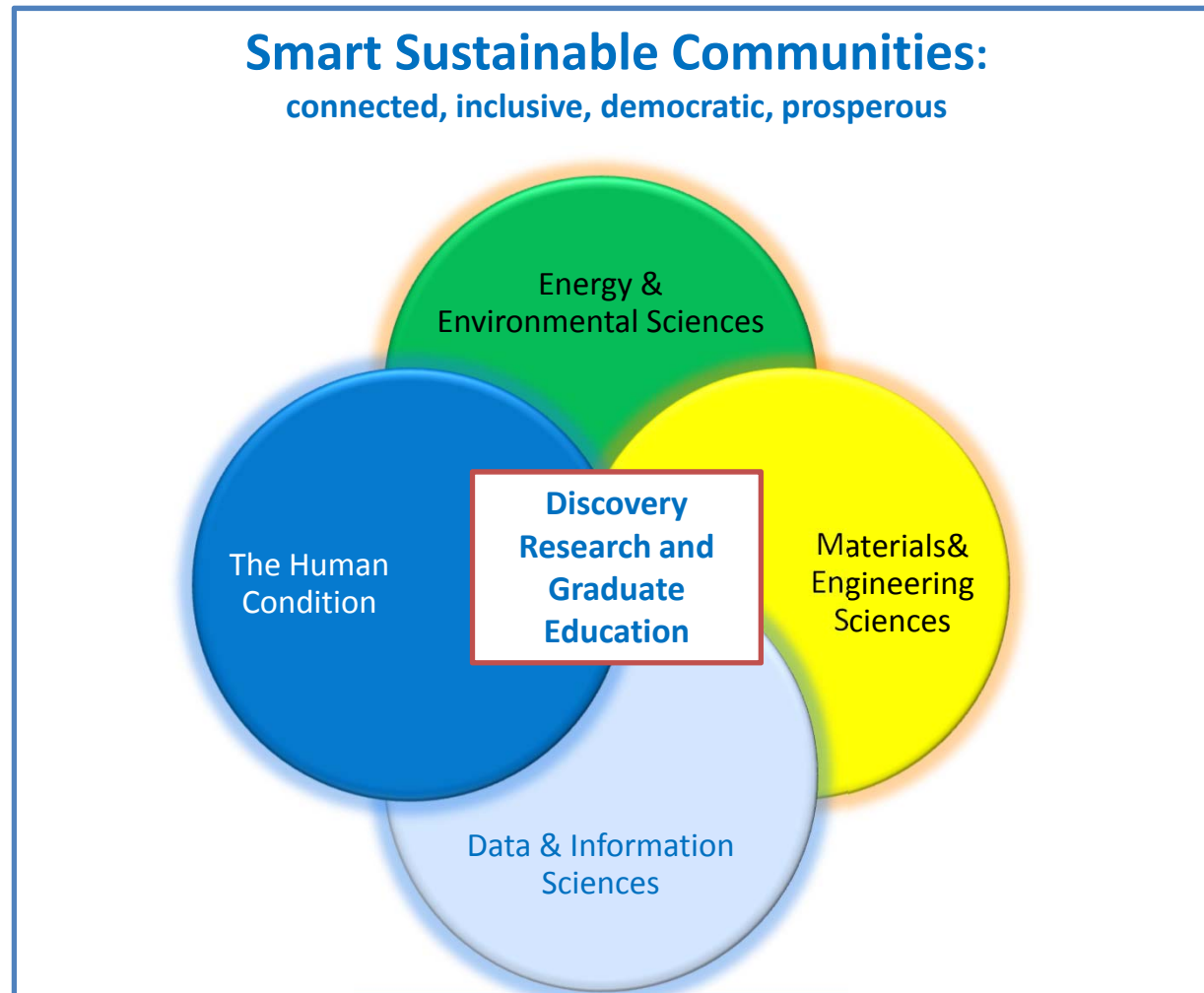
2019-2024 Research Clusters or Foci (DRAFT)

Connect
Innovate
Challenge

Energy & Environmental Sciences	Data & Information Sciences	The Human Condition	Engineering & Material Sciences
• Advanced Nuclear Reactors • Small Modular Reactors (SMRs) • Life Sciences • Ecosystem Health • Biotechnology • Built & Natural environments • Energy storage • Nuclear Engineering • Nuclear & Health Physics • Nanotechnology • Integrated energy systems • Renewable & Clean Energy Automatic/intelligent sensing • Smart Grid/Micro Grid	• AI/Deep Thinking & Cognitive Computing • Mobile & Pervasive computing • Computational Modelling • Internet of Things (IOT) • E- & Mobile Learning • Simulations & Immersive Technology • Cyber-Security and Privacy • Mobile & pervasive computing • Big Data Visualization & Mining • Communications Signal & Image Processing • Health Informatics & Analytics • Medical Image Analysis • Game Development • Wearable Technologies	• Human &Community Health • Mental Health &Psychology • Health Informatics & Analytics • Criminology & Policy studies • Forensic Science & Psychology • Life-long Learning • Human mobility & rehabilitation • Technology management, innovation & entrepreneurship • Business performance • Finance & Marketing • Cyber-Security & Privacy • Social Justice • Drug discovery, formulation & delivery	• Energy Storage Systems • Automotive Engineering • Materials Science • Mechatronics • Machining • Robotics, Automation & Controls • Nano-scale technologies & Material Sciences • Advanced Manufacturing • Autonomous & Connected Vehicles