

**BOARD OF GOVERNORS  
Strategy & Planning Committee  
Public Session**

**Thursday, September 22, 2016**

**1:40 p.m. to 3:30 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:** Becky Dinwoodie, Craig Elliott, Cheryl Foy, Brad MacIsaac, Susan McGovern, Michael Owen, Deborah Saucier

**AGENDA**

<b>No.</b>	<b>Topic</b>	<b>Lead</b>	<b>Allocated Time</b>	<b>Suggested End Time</b>
1	Call to Order	Chair	2	
2	Agenda (M)	Chair	2	
3	Conflict of Interest Declaration	Chair	1	
4	Chair's Remarks	Chair	5	1:50 p.m.
5	President's Remarks	President	5	1:55 p.m.
6	Key Ministry Initiatives: Strategic Mandate Agreement, Tuition Framework, Net Tuition, Funding Formula* (U)	D. Saucier	20	2:15 p.m.
7	Strategic Enrolment Management: Environmental/Competitive Scanning (U)	D. Saucier	25	2:40 p.m.
8	2017-2022 Strategic Plan* (D)(M)	D. Saucier	45	3:25 p.m.
9	Other Business	Chair	3	
10	Termination (M)	Chair	2	3:30 p.m.
	P – Presentation			
	M – Motion			
	U – Update			
	D – Discussion			
	* Documents attached			

Becky Dinwoodie, Secretary

## Briefing Note for S&P – September 22<sup>nd</sup>

The Ministry has a number of key initiatives in the air which are closely linked but being reviewed separately – SMA, tuition framework, net tuition, and the funding formula review.

### Subject: SMA

An SMA is a strategic mandate agreement made between the Ministry and an Ontario university or college. In the summer of 2014, SMA agreements were established with 45 publicly assisted colleges and universities across Ontario. This first SMA agreement cycle covers years 2014 to 2017.

The next agreement cycle will begin in 2018. Although not formally released we are anticipating the criteria to be released in about November 2016 and discussions to be complete before April 2017

The purpose of the system-wide SMA's is to improve Ontario's postsecondary education system by helping institutions build on their individual strengths. The ministry is also looking for greater differentiation - limiting expansion in academic areas where programs already exist. By reducing redundancies in academic programming, this will ensure students will have access to innovative and affordable colleges and universities.

The SMAs are important because ... *anything an institution asks for from the Ontario government, will only be considered if it's in line with the goals stated in the institution's SMA agreement.* For example, SMA's will be used for:

- Program approval process
- Quotas on professional programs (focus was on graduate targets in first round)
- Capital expansion approval process
- Inter-institutional credit transfers
- Online learning programs

### Subject: Tuition Framework

The tuition framework expires in May 2017. There is no issue that is more politicized than this one. Students are very vocal about their demands for a freeze. While universities are preparing for financial challenges while striving to support improvements and increase access (ie experiential learning, increased services for mental health, sexual violence, more accessibility for students with disabilities, increased outreach and services to Aboriginal students, and much more).

Unfortunately, university operating grants are not growing on a per-student basis, do not have an inflation adjustment, and are not adequate to fund the cost of improved services and new regulatory requirements.

Provincial and federal government have made changes in student financial assistance that will provide tremendous benefits to students. More importantly, these changes provide a different narrative about access that focuses on net tuition costs, which are much lower than the “sticker price” that is usually cited by student groups and the media.

Proposal for a new tuition framework: The current framework allows a 3% annual increase in tuition rates with vary rates depending on program and new verses continuing. This has been described by students and others as significantly in excess of general inflation, which has been running at an average of 1.25% over the last four years. While universities note that tuition is less than 50% of their funding so a 3% increase is less than 1.5% overall and is not matching educational inflation (mainly driven by increased salary costs)

There have been no clear signals from political staff or ministry staff to date concerning the magnitude of allowable increases in the new framework.

COU is recommending a framework with a simple overall cap at 3%, without any limitations by type of program.

### **Subject: Net Tuition and Student Access Guarantee**

The published price of tuition is not the real measure of the cost of a university education. Many students pay much less. Net tuition is the actual price students pay once scholarships, bursaries and government grants are factored in.

Ontario has one of the strongest financial support systems in the country. The government and universities offer numerous financial supports targeted at students – grants, tax credits, scholarships and bursaries. These supports greatly reduce the cost of university tuition. These kinds of financial supports do not need to be repaid. (Additionally, government also provides low-interest loans.)

Changes to student aid: announced by Ontario in the 2016 budget will improve supports for students even more through easier access to aid, more grants for students in need and more assistance for middle-income families. When implemented, the changes will:

- Simplify the OSAP system to make it easier for students and parents to understand and use;
- Reduce expected parental contributions, so more students from middle-income families will be eligible for support;
- Provide up-front, direct aid to students when they need it most, instead of tuition and education tax credits provided through the income tax system.
- Make net tuition costs more transparent, by better integrating OSAP grants and universities' own grants, and by improving processes for billing and collecting tuition so that students are billed only for tuition that is not covered by financial assistance.

### Challenges for Universities:

- Being able to operationalize this for 2018 intake means systems and tuition in place by November 2017 letters of offer.
- There are a number of unknowns which may increase the amount of funds the institutions will need to provide for the **Student Access Guarantee**. OSAP determines students' eligibility for grants that cover the cost of their tuition, but OSAP grants for eligible students cover tuition only up to a ceiling of about the average tuition cost of an Arts and Science program. Under SAG, universities make up the difference between OSAP's benchmark and eligible students' actual tuition costs.

## Subject: Funding Formula

The Ministry has begun its engagement with the sector and is committed to provide detailed recommendations to government for formal decision in the fall of 2016 concerning design of the funding model and a multi-year implementation plan.

Many details have not yet been determined and will be discussed by the working group. These details will determine the appropriateness of the ministry's directions, but cannot be assessed until further policy discussion and modelling occur.

The ministry intends to maintain stability in funding for each university over a transition period as the new model is introduced and to ensure there will be no re-distribution of funding among universities through the transition.

The ministry is proposing a re-alignment of existing operating grants into three "envelopes".

- The largest envelope would be based on enrolment, with funding distributed on an equitable basis of enrolment counts, within a framework of enrolment targets negotiated with the ministry. Some technical changes will likely be introduced in this envelope to improve transparency and simplicity (including, for example, removal of formula fees).
- The second envelope would address differentiation and student success. This envelope would comprise, at the outset, of existing institution-specific grants (ie UOIT's debenture relief) and existing funding for quality (funding tied to Key Performance Indicators). This envelope could be used to provide funding for stability where enrolments have declined. It is likely that each university will negotiate some this envelope as part of its SMA.
- The third envelope would comprise other existing special purpose grants reflecting government priorities (ie First Generation, Aboriginal, students with disabilities, and credit transfer).

The biggest discussion for UOIT at this time will surround the planning for the enrolment envelop as the working group explores a corridor model. The enrolment corridor represents a range of funded enrolments (ie + or – 3%) based on an agreement between the Province and institutions. When fully operational, the corridor will provide **increased funding predictability and stability**. However, for UOIT if there is no funded growth it may effect long term sustainability.

Funding will be held insensitive to enrolment change, providing enrolments stay within a range. So:

- Institutions are not automatically penalized for unplanned decreases in enrolment; and
- Government may not fund small, unplanned increases in enrolment.

In addition, the Ministry is preparing options for a planned approach to enrolment growth, as well as rules for enrolment decline beyond the corridor.

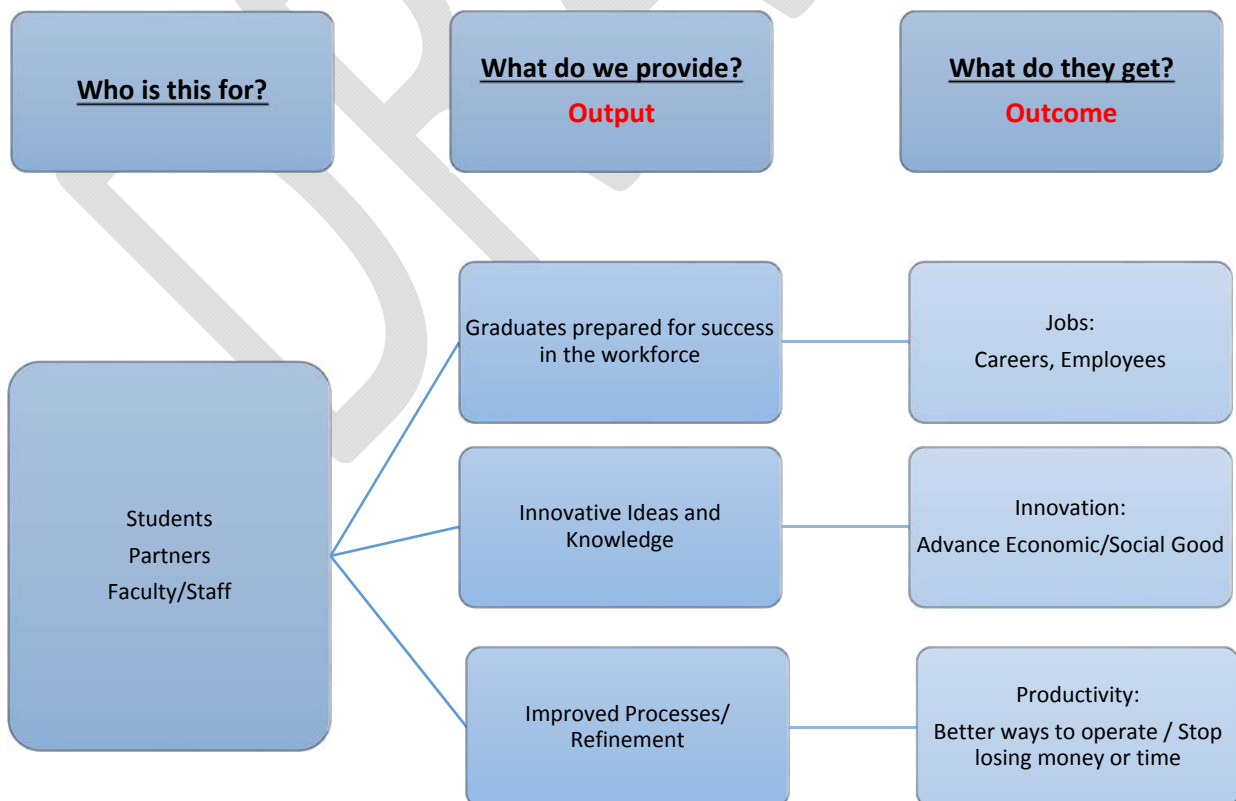
- For the next SMA, institutions may be provided an opportunity to transfer some enrolment-based funding to another envelope with different accountabilities.
- Growth may move away the current automatic approach to a joint planning between the Ministry and institutions.

## UOIT'S STRATEGIC PLAN

**Preamble:** The Strategic Plan is an “outward-facing” document (i.e., for people not at UOIT) of “inward-facing” reflection (i.e., of the UOIT community) that declares the **big ideas** that underpin our future. A necessary feature of delivering such a message is clearly stating the big actions *we all promise to pursue* to make our declaration a reality. Therefore, when reading the plan, *our members* should see how their actions support our outward-facing message; every reader should be reminded of the three big ideas found on the back of our business cards: CHALLENGE, INNOVATE, CONNECT.

We have three top issues facing UOIT: 1) recruitment, 2) research productivity, and 3) retention. The Strategic Plan is structured in service of those issues using the **big ideas**. Success will require UOIT members to work together as a team to address these issues that will make the institution sustainable.

For the Strategic Plan to be effective, we must resist trying to “be all things to all people” and instead look to specifically speak to our *most important external partners*. We must identify to whom we are speaking and what they want to hear from us. This is demonstrated in the graphic below.



Each unit is developing a plan that identifies the actions they will take to *support the **outcomes*** represented in the Strategic Plan. It will detail how members of the unit will contribute to the larger university mission.

DRAFT

## 2017-2022 STRATEGIC PLAN: Challenge, Innovate, Connect

The University of Ontario Institute of Technology is Canada's emerging leader in career-ready education and collaborative research that produces new and useful ideas. A fast-growing university with ambitious expansion plans, we are committed to social, scientific and economic innovations that create a better Canada and a better world. With this plan our university aims to be recognized globally as a change-maker and leader in technology-driven research and scholarship. Our reputation is built upon our strengths and will advance through a sharpened focus on *three key goals*:

### **CHALLENGE: We will produce and inspire future leaders who have real-world skillsets.**

*Why this matters:* A pioneering spirit led to UOIT's foundation. That spirit calls each of us to **adapt** and **grow** through the personal, professional, and academic challenges we face. Our university is a place for learners to test themselves and improve their performance – we also strive to be a place that inspires this ability in others. We all contribute to developing leaders who emerge ready to make an impact today and to make real-world advancements tomorrow. We commit to **thinking big and breaking new ground**.

*To do this, we will:*

- Offer a greater variety of **lifelong learning** through career-focused professional development options, because education enhances marketability and career progression.
- Amplify our **research reputation** through entrepreneurial scholarship, because ideas are our main export to the world.
- Provide developmental opportunities that help every individual stand out, because becoming **better people** and learning from each other form the cornerstones of retaining the best among us.

### **INNOVATE: We will create new approaches, partnerships, and solutions to improve society.**

*Why this matters:* Our faculty and student researchers contribute to cultural, economic and scientific changes worldwide through **scholarship and discovery**. Together, we make a difference by answering the big questions that face society at multiple levels such as issues with sustainability and the impact of technology on our world. In collaboration with our partners, we provide **inspirational and imaginative solutions** that benefit our local and global communities. We commit to growing our **culture of discovery**.

*To do this, we will:*

- Double the number of courses that mix technology and face-to-face education to make learner-centered environments, because **transformative learning** builds problem-solving capacity.
- Challenge the status quo through our interdisciplinary approach to knowledge development and increase our **research activity**, because our job is to convert ideas into actions.

- Simplify and refine our university processes, because doing **better work** frees up time, increases productivity, and improves our daily lives.

**CONNECT: We will build lasting relationships to make UOIT a remarkable place for work and study.**

*Why this matters:* Beyond basic learning interactions, the university experience is all about the connections with the places and the people. UOIT is a place where lasting relationships are formed among people with different **approaches to thinking, doing and leading**. Our culture thrives on **good ideas and collegial exchanges** with businesses, organizations and our community; together, we work to improve this university, the Durham and Northumberland Regions, and the world. We commit to inspiring everyone to do their best work in ***a place where they belong***.

*To do this we will:*

- Offer practical **hands-on learning** experiences, like co-ops, internships, research practicums, international exchanges, and entrepreneurial opportunities to *every student*, because experiential learning , develops the skills that employers want.
- Build **research partnerships** that fortify our university's key strengths, because our national and international collaborations open doors to new ideas and initiatives both locally and globally.
- Unite our community by increasing opportunities to meet, make friends, and form **better relationships**, because every interaction is an opportunity to make a difference.