

**BOARD OF GOVERNORS
Strategy & Planning Committee**

April 1, 2019

1:15 p.m. to 4:30 p.m.**

Place: ERC 3023, UOIT North Campus

Toll-Free: 1-877-385-4099 Participant Passcode: 1028954#

Members: Thorsten Koseck (Chair), Liqun Cao, Kevin Chan, Steven Murphy, Jessica Nguyen, Jim Wilson, Lynne Zucker

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

AGENDA

No.	Topic	Lead	Allocated Time	Suggested End Time
	PUBLIC SESSION			
1	Call to Order	Chair		
2	Agenda (M)	Chair		
3	Conflict of Interest Declaration	Chair		
4	Minutes of Public Session of Meeting of January 31, 2019* (M)	Chair		
5	Chair's Remarks	Chair		2:05 p.m.
6	President's Remarks • COU/UC Strategic Initiatives	S. Murphy	10	2:15 p.m.
7	Strategy			
7.1	Endowment Disbursement Report* (M)	C. Elliott	10	2:25 p.m.
7.2	Student Success* (U)	B. MacIsaac	10	2:35 p.m.
7.3	Visual Identity Branding (U)	S. Murphy & S. McGovern	10	2:45 p.m.
7.4	Strategic Discussion: Living the Brand (D)	S. Murphy	30	3:15 p.m.
8	Planning			
8.1	Board Retreat Planning (D)	S. Murphy & C. Foy	15	3:30 p.m.
9	Other Business	Chair		
10	Adjournment (M)	Chair		3:35 p.m.
	BREAK		10	3:45 p.m.

**Board Portal training session from 1:15-1:45 p.m.

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

No.	Topic	Lead	Allocated Time	Suggested End Time
	NON-PUBLIC SESSION (material not publicly available)			3:45 p.m.
11	Call to Order	Chair		
12	Conflict of Interest Declaration	Chair		
13	Minutes of Non-Public Session of Meeting of January 31, 2019* (M)	Chair		3:50 p.m.
14	President's Remarks	S. Murphy	10	4:00 p.m.
15	Advancement	S. McGovern	15	4:15 p.m.
15.1	Advancement Update* (U)			
15.2	Million Dollar Matching Fund* (U)			
15.3	Pi Day* (U)			
16	Other Business	Chair		
17	<i>In Camera</i> Session	Chair		
18	Termination (M)	Chair		4:30 p.m.

Becky Dinwoodie, Secretary

**Board Portal training session from 1:15-1:45 p.m.

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



**BOARD OF GOVERNORS
Strategy & Planning Committee**

**Minutes of the Public Meeting of Thursday, January 31, 2019
2:00 p.m. to 3:40 p.m., ERC 3023**

Attendees: Thorsten Koseck (Chair), Doug Allingham, Kevin Chan (*videoconference*), Steven Murphy, Jessica Nguyen, Jim Wilson, Lynne Zucker

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

Regrets: Liqun Cao

1. Call to Order

The Chair called the meeting to order at 2:06 p.m.

2. Agenda

Upon a motion duly made by D. Allingham and seconded by J. Nguyen, the Agenda was approved as presented.

3. Conflict of Interest Declaration

There were no conflict of interest declarations.

4. Minutes of the Meeting of November 1, 2018

Upon a motion duly made by J. Nguyen and seconded by K. Chan, the minutes were approved as presented.

5. Chair's Remarks

The Chair discussed a recent innovation relating to auto safety and linked it to the research being done at the university. He also referred the committee members to the Mission, Vision and Values handout, which will be available at all future meetings for ease of reference.

6. President's Remarks

The President discussed the recent government announcement of the 10% domestic tuition cut, ancillary fee changes, and changes to the OSAP program. The OSAP changes will likely have negative consequences for many of our students, as approximately 76% of our students receive OSAP under the current system. The university is reviewing the budget to try to find immediate efficiencies. The tuition cuts will result in a reduction of approximately \$8.8-\$9M for the 2019-2020 budget. The President confirmed that the international student tuition fees have not been reduced, which disproportionately impacts the university as we have fewer international students. The university's budget holders have been asked to find 8% savings across the board.

Strategy

7. Strategic Discussion: Advancing Strategic Priorities in Times of Fiscal Constraint

The President emphasized the importance of maintaining the university's momentum in achieving its strategic priorities. He observed that often universities can remain insular during a time of budget cuts and do not examine the opportunities available in the sector.

The President responded to questions from committee members regarding changes to the OSAP program. There was a discussion regarding the rationale for the OSAP changes. The President clarified that tuition cuts must be in place for September 2019. The committee also discussed the potential consequences of the student ancillary fee changes. The President advised that the priority will be to preserve the student educational experience. However, there will likely be cuts to services that the students will notice. University students have organized to rally against the OSAP and ancillary fee cuts. Ancillary fee changes will affect student life on campus.

The committee was informed that modelling has been done to try to determine how the OSAP changes will affect future enrolment. Many factors are being considered, such as the likelihood of current students returning versus the estimate of future students enrolling. The committee members expressed concern about student activities being cut due to the option of opting-out of ancillary fees. It was suggested that the university develop a plan to help support student activities that might be negatively affected by the ancillary fee changes. The President emphasized the importance of educating incoming students and parents on the value of ancillary fees and the services they help support. The Student union, student clubs, and student societies help create the culture on campus. The university will work together with the Student Union on an education campaign on what opting out of ancillary fees really means.

There was a discussion regarding the university's strategy to increase the revenue side of the budget. S. Murphy confirmed that they are examining continuing education programs.

8. Strategic Risk

C. Foy summarized the strategic risk update report included in the meeting material. She reviewed the process followed in identifying and assigning the strategic risks. There was a discussion regarding the assignment of strategic risks, with a focus on mental health risk, in particular.

(R. Bailey arrived at 2:36 p.m.)

Compliance and financial sustainability have been identified as foundational risks. The next step will be to meet with each risk owner and ensure there is a risk mitigation plan in place.

9. Standard & Strategic Performance Indicators

R. Bailey introduced the performance indicators discussion. B. MacIsaac presented the metrics dashboard. A suggestion was made by the Chair to include a benchmark category – a level the university should strive towards.

Planning

10. Board Retreat Planning

C. Foy reviewed past retreat topics with the committee, as well as some suggested topics for the Spring Retreat. One of the suggestions was to focus the retreat on Design-Thinking and apply it to a strategic problem. One of the main goals would be to learn about what design-thinking is. The recommended dates for the retreat are May 28-29, to be scheduled close to the Strategy & Planning meeting. The committee supported holding the retreat on campus without external facilitators in order to help reduce costs.

Other suggestions included:

- another conversation about Advancement, given the number of new governors on the Board;
- session on operating in an environment of restrained funding (could use design-thinking to discuss topic);
- continuing education & needs of industry;
- the future of Durham Region and the university;
- navigating institutional governance with the new government; and
- future of Ontario economy.

It was suggested that the Board be canvassed with a few options for retreat topics.

11. Other Business

There was no other business.

12. Adjournment

There being no other business, upon a motion duly made by J. Nguyen and seconded by J. Wilson, the public session of the meeting adjourned at 3:04 p.m.

Becky Dinwoodie, Secretary

DRAFT

Disbursement Committee Report

2019-2020 Disbursement Recommendation



Cumulative Investment Income Summary

Cumulative Net Endowed Earnings at Mar 31, 2018	\$ 5,110,000
Earnings Apr-Dec, 2018	\$ 633,000
Estimated Interest/Dividends Earned Jan-Mar, 2019	<u>\$ 40,000</u>
Cumulative Est Net Endowed Earnings at Mar 31, 2019	\$5,783,000
Less: Est 2018-19 Disbursements	(\$ 621,000)
Cumulative Capital Preservation	<u>(\$2,620,000)</u>
Cumulative Est Net Earnings Available For Disbursement	<u>\$2,542,000</u>

Cumulative Investment Summary

Endowment Balance at Dec 31, 2017	\$15,819,000
Current Year Donations to Dec 31, 2018	\$ 698,000
Cumulative Earnings Less Distributions	\$ 5,335,000
Unrealized gains	<u>\$ 3,534,000</u>
Market Value of Endowment at Dec 31, 2018	\$25,386,000
Est Income Jan-Mar, 2019	\$ 40,000
Est Disbursement in Jan-Mar, 2019	<u>(\$ 214,000)</u>
Forecast Investment Balance at Mar 31, 2019	<u>\$25,212,000</u>

Gift Agreement Requirements

- Endowed Awards can be specific dollar amounts, or could be expressed as a minimum and maximum amount.
- At our current investment level, we need to disburse between 3-4% of the principal value to cover our gift requirements.

Recommendation

- The Disbursement Committee met on Feb 5, 2019. Our investments have performed well over the last few years, however the current year performance has been flat – largely due to unrealized losses.
- Current cumulative earnings after capital preservations equals to \$2,542K.
- The recommendation of the Disbursement Committee was to disburse to an average of 4% or up to \$550,000 for 2019-20
- Following discussion by the Investment and Audit & Finance Committees of the Board, the recommendation is to disburse up to \$600,000 from Endowment Funds for distribution as student awards for 2019-20.

Motion

- That pursuant to the recommendations of the Investment Committee and Audit & Finance Committee, the Strategy & Planning Committee hereby recommends the disbursement of up to \$600,000 from Endowment Funds for distribution as student awards in 2019-20 for approval by the Board of Governors.

Questions/Comments

Strategy & Planning- Student Success

Presented By Brad MacIsaac, AVP Planning

April 1, 2019

If the **Plan**
doesn't work
change the plan
but never the
Goal

Admission Averages

1-2 Retention Rates

Agenda Item 7.2

	2014-15	2015-16	2016-17
Institution A	88.80	88.70	89.19
Institution B	89.30	89.70	90.11
Institution C	89.30	89.60	89.99
Institution D	81.30	82.40	82.69
Institution E	85.90	86.50	86.86
Institution F	87.70	88.00	88.20
Institution G	83.40	83.60	83.91
System	84.50	84.90	85.30
Institution H	83.60	84.10	84.57
Institution I	82.80	83.50	83.97
Institution J	81.70	82.20	82.37
Institution K	81.30	82.20	82.36
Institution L	81.60	81.50	82.00
Institution M	83.90	84.70	85.07
Institution N	81.90	81.60	81.48
Institution O	81.70	81.90	82.57
Institution P	81.50	82.00	82.87
Institution Q	80.80	81.00	81.74
Institution R	79.70	80.60	80.42
UOIT	79.30	80.20	80.32
Institution S	79.40	80.40	81.73
COMP Avg	80.83	81.25	81.80

2014-15	2015-16	2016-17
94.20	94.70	94.70
93.20	93.60	93.90
93.30	93.20	93.20
82.90	88.90	92.30
91.70	91.30	91.70
90.30	90.90	91.00
92.60	91.40	90.90
89.50	89.70	89.80
88.80	89.60	88.40
88.70	88.10	88.00
88.10	88.20	88.90
85.70	88.50	88.30
87.60	87.50	87.50
87.20	88.60	87.20
87.00	85.60	86.50
84.50	82.60	85.10
84.50	82.20	83.60
84.50	84.40	83.50
81.40	85.90	83.20
80.30	79.90	81.10
72.80	66.00	71.20
82.45	81.12	82.18

- 1) Academic Advising:** develop a campus-wide strategy for academic advising including specialized training/ certification, move towards proactive advising, enhance early warning systems.
- 2) First-year and Learner Support Programming:** evaluate efficacy of learner support programs. Enhance connection between the classroom and support units.
- 3) Communication and Cultural Change:** collaborative efforts to move towards greater awareness & engagement in an integrated student success strategy.

Based on Habley and McClanahan's (2004) report on national survey on student retention, What Works in Student Retention

Projects in Progress

Non-cognitive survey: Resilience is key indicator of academic and personal success – intrinsic motivation and ability to bounce back after academic and personal set backs.

Personalized MySuccess Plan: students will receive direct messages based on survey results, developing admin dashboard for Advisors to access

Open Forum Event Planning: early stages of logistic planning for new open forum date

Student Success Innovation Fund: see attached summary

Early Alert website: framework of site developed; need to develop/add content including the creation of advising / faculty referral form

Early Warning System

Residence	N	% return
No	1885	80.3%
Yes	560	82.7%
Total	2445	80.9%

First Generation	N	% return
No	986	80.1%
Yes	1459	81.4%
Total	2445	80.9%

GPA	N	% return
<1.00	205	21.5%
1.00-1.49	161	46.6%
1.50-1.99	243	73.7%
>=2.00	1808	92.8%
No GPA Recorded	28	7.1%
Total	2445	80.9%

Appendix

	Return +1yr				
Faculty	2013	2014	2015	2016	2017
Business & Information Tech Total	79.5%	71.9%	74.8%	70.1%	76.4%
Energy Systems & Nuclear Science Total	84.0%	87.9%	78.8%	89.7%	71.9%
Engineering & Applied Science Total	81.5%	83.1%	83.9%	87.8%	90.0%
Health Sciences Total	89.2%	89.1%	85.4%	83.0%	89.2%
Science Total	73.7%	76.5%	72.6%	81.1%	81.1%
Social Science and Humanities Total	73.4%	82.0%	82.6%	81.4%	76.6%
Grand Total	79.4%	80.3%	79.9%	81.1%	82.5%
*CSRDE					

Entrance Averages

Faculty/Program	2013	2014	2015	2016	2017
Business & Information Tech	77.8	78.1	78.6	78.1	79.5
Energy Systems & Nuclear Sci	79.3	82.0	79.9	81.1	80.3
Engineering & Applied Science	77.9	78.4	79.9	80.0	80.5
Health Sciences	81.3	80.4	81.5	81.5	83.2
Science	78.6	79.5	79.0	79.6	81.0
Social Science and Humanities	77.1	77.1	78.3	78.0	78.7
Grand Total	78.4	78.7	79.5	79.6	80.5

UNIVERSITY OF ONTARIO INSTITUTE OF TECHNOLOGY
Student Success Innovation Fund 2018 Recipient

Learn on the GO

Within Southern Ontario, UOIT students have the longest commutes ('long commutes' is given as main reason prospective students decline offers of acceptance). Methods of learning vary by student; however, increasingly students obtain much of their information online and through videos. Starting with FESNS and FBIT, courses will include a component of 'Learn on the GO'. Students will be able to access content during commuting (and other blocks of times in 15 minute sessions). Similar to labs and tutorials (timetables and course descriptions will reflect this additional time). To start, a few courses in FESNS and FBIT will be re-designed to have video and online work completed by students in transit.

This proposal is for Part 1 of a four-part program. We anticipate that upon completion of all four parts, UOIT students will have an effective learning tool and methodology in all Faculties. UOIT's location and commuting requirements will be seen as an attractive aspect of the school within two-to-three years. Within five years, we envisage a revised mobility service involving all Southern Ontario universities and key businesses. The proposal provides immediate benefits to students (regardless of completion of the next three parts).

Daniel Hoornweg, Associate Professor, FESNS

Khalil El-Khatib, Associate Professor, Associate Dean, FBIT

Meghan Miller, Reference/Instruction Librarian

Akira Tokuhiro, Dean, FESNS



UNIVERSITY OF ONTARIO INSTITUTE OF TECHNOLOGY**Student Success Innovation Fund 2018 Recipient****Enhancing Learning, Well-Being, and Reducing Attrition with Physical Activity Cohorts: A One-Year Pilot Project**

The objective of this project is to provide a novel physical activity program to a subset of UOIT students and subsequently assess the impact of the program on learning outcomes, attrition, cohesion, belonging, and anxiety. There is a vast amount of research supporting the psychosocial and cognitive benefits of physical activity. Self-esteem, reduced depression and anxiety, social cohesion, and belonging are improved through physical activity. Research looking specifically at learning indicates that physical activity positively affects outcomes such as standardized tests, memory, executive functioning, and on-task behaviour.

In a post-secondary setting these benefits are captured by certain students who utilize campus recreation programming or are independently active. However, this subset of students is often unique in that they have the knowledge of the benefits of exercise, and the confidence and competence to engage in these activities. They are also typically students who are managing the challenges of post-secondary education well. This project will engage 30 students in three separate physical activity cohorts led by a coach. The cohorts of 10 will take part in 2-3 hours of exercise a week, for an academic year. Multiple measures of student success will be tracked.

Serene Kerpan, Assistant Professor, FHS

Scott Barker, Director, Athletics

Monica Jain, Director, Careers, Counselling and Accessibility



Student Success Innovation Fund 2018 Recipient

Student Life Digital Community

The university lacks a centralized space for current students to engage with each other and build community. By creating a digital space where students can engage in authentic storytelling, we can meet the needs of students that have difficulty connecting and finding information. We have struggled to communicate effectively with students, and the result is a community that is uninformed about opportunities, activities, and important information. This adds to their feeling of disconnection.

Creating a virtual space for the purpose of building community is an exciting response to this problem, and is being widely adopted across institutions. We propose building a website and concentric social media campaigns to provide space for students to tell their own stories. A simple way to think of this is a BuzzFeed-style community of practice for students.

Lesley D'Souza, Manager, Communication and Assessment,
Office of Student Life

Megan Weales, Digital Community Coordinator, Office of
Student Life



UNIVERSITY OF ONTARIO INSTITUTE OF TECHNOLOGY**Student Success Innovation Fund 2018 Recipient****Mastery Modules to Enhance Student Learning in Engineering Courses**

Students registered in problem solving courses (either in FEAS or other faculties) are typically given a number of assignments and quizzes to complete independently in order to demonstrate and refine their problem solving skills. It is common for these assignments to be paper-based, and questions are often taken directly from course text books. Oftentimes, students rely heavily on their peers as well as on online resources such as solution manuals, Chegg, and Course Hero to complete these assignments. As a result, assignment grades are typically high, but do not correlate with test or exam performance. With rapid and uncontrolled development of online resources, this issue increasingly challenges the validity of the course assessments. The goal of this project is to enhance student learning by creating a comprehensive web-centric database of pedagogically sound concept questions and problems along with their step-by-step solutions. This large bank of problems will allow us to emphasize a mastery approach to problem solving, in which students are required to attain a certain level of success in a concept area before moving on. Mastery modules created for first year physics courses at UOIT have been shown to have a positive affect on student learning. We propose this pilot project for FEAS; however, upon its successful completion, it can be expanded throughout all other faculties at UOIT.

Sayyed Ali Hosseini, Assistant Professor, FEAS**Hossam Kishawy, Professor, Associate Dean, FEAS****Joseph MacMillan, Associate Teaching Professor, FSci****Caroline Ferguson, Faculty Development Officer, Teaching and Learning Centre**

UNIVERSITY OF ONTARIO INSTITUTE OF TECHNOLOGY**Student Success Innovation Fund 2018 Recipient****Using Video to Support Student Understanding of Rational Numbers and Linear Algebra**

Teacher understanding and confidence with mathematics are important factors contributing to students' success in mathematics. The challenge facing many Ontario elementary mathematics teacher educators is finding the time, within the Bachelor of Education program, to provide sufficient opportunities for elementary teacher candidates (TCs) to re-learn foundational mathematics concepts in ways they are required to teach.

In an effort to address the mathematical knowledge gap common among elementary TCs, I began creating web-based video clips in 2011 as an accessible learning resource to support the needs of TCs in our Bachelor of Education program. The video clips focus on developing conceptual understanding of rational numbers through exploring how to represent and compare fractions and decimals, as well as how to connect their understanding of whole number operations (+, -, x, /) to operations with rational numbers. With the availability of more advanced video software, I would like to revise and update my current collection of 35 videos and create a new collection of videos to support student conceptual understanding of introductory algebraic concepts.

Ann LeSage, Associate Professor, FEEd

